



# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION  
THE SAFETY OF A REPUBLIC

VOL. XXXII

ST. LOUIS, MO., OCTOBER 1, 1899.

No. 10

## Can You Afford NOT

TO USE THESE PICTURES

In your School as an aid in Teaching Language, Literature, History, Geography, Reading and for Picture Study.

### BEWARE OF IMITATIONS!

Send **SIX CENTS** in stamps for **NEW 1899 CATALOGUE**, just published, containing **10** full size pictures. **Price, 10 Cents.** Or send two-cent stamp for 1899 Catalogue, not illustrated.



BABY STUART.

See September issue of this paper for full size picture. All on paper  $5\frac{1}{2} \times 8$  inches.

## THE PERRY PICTURES

ONE CENT EACH

For 25 or more.

We pay all postage.

1400 SUBJECTS.

### THE PERRY ART BOOKS.

Mention **AMERICAN JOURNAL OF EDUCATION** and send **25 cents** in one-cent stamps for these pictures.

Henry Wadsworth Longfellow,  
The Three Fates,  
Sistine Madonna,  
Madonna of the Chair,  
Aurora,  
Beatrice Cenci,  
Dance of the Nymphs,  
Kittens,  
Angel Heads,  
Feeding Her Birds,  
The Horse Fair,  
Ploughing,  
Song of the Lark,  
A Helping Hand,  
Escaped Cow,  
At the Watering Trough,  
The Shepherdess,  
Children of Charles I,  
Christ and the Doctors,  
The Christ,  
Shepherdess Knitting,  
The Golden Stair,  
Charity,  
Hosea,  
Angel.

#### GREAT ARTISTS.

Each book contains a sketch of the artist's life and work by Miss Irene Weir or by Mr. James Frederick Hopkins, and from ten to fifteen beautiful reproductions of his paintings. The size is  $5\frac{1}{2} \times 8$  inches.

Reynolds, Raphael, Landseer,  
Rembrandt, Millet, Burne-Jones,  
Dürer, Rosa Bonheur, Botticelli.

PRICE, 35 CENTS EACH.

Three in one Package for \$1.00.

Send for at least one copy at once, and you may want a dozen for Holiday Gifts.

The Use of Pictures in the School room, by Sarah Louise Arnold. Price 10 cents. Illustrated with seven full-page pictures.

#### BEAUTIFUL ART BOOKS

At 25 Cents Each.

Each consists of fifteen pictures and cover, tied with silk cord. You will like them.

Poets and Their Homes,  
Art Gallery, English,  
Art Gallery, French,  
Greek Sculpture,  
Musicians,  
Rome,  
England,  
Venice,  
Greece,  
Scenes in the Life of Christ,  
Madonnas.

AND THE PREMIUM SET OF 100 PERRY PICTURES,

ORDER TO-DAY.

**ALL FOR \$1.40.**

**The PERRY MAGAZINE,**

One Year (Monthly, except July and August) Price, \$1.00.

**The Great Premium Offer with The Perry Magazine**

Is for a **Limited Time Only**. The day on which the offer expires has been decided upon and not an order will be filled after those sent on that day. Last year many waited until the offer had expired and were disappointed.

The MAGAZINE teaches how to use pictures in school and also contains sketches of the lives of great painters, descriptions of their paintings, suggestions on school-room decoration, and for the use of pictures in the home. The work of Women's Clubs is a feature of the Magazine. **Every number is beautifully illustrated.** During the year more than 100 full size pictures will appear in the Magazine, making with the 100 PREMIUM PICTURES more than 200 pictures—and all for \$1.40. This is one of the greatest premium offers ever made with a magazine. The October number contains articles on The First Lesson in Picture Study, by Mr. Bailey; The use of Pictures in Teaching Language, by Prof. O'Shea; Millet, by Miss Weir; The Value of Pictures in Teaching English Literature, by Miss Frye; October Nature Study, by Miss Brassill, etc. A teacher writes: "I am delighted with the Magazine and find it very helpful in my school work. In fact, if one wishes to use the pictures the Magazine is absolutely necessary."

Address, **THE PERRY PICTURES CO..**

Be Sure to Mention Am. Journal of Education.

Boston Office, TREMONT TEMPLE.  
New York Office, 76 FIFTH AVENUE.

**MALDEN, MASS.**

Send all Mail Orders to the Malden Office.

# AMERICAN JOURNAL OF EDUCATION.

## WASHINGTON UNIVERSITY

ST. LOUIS, MO.

W. S. CHAPLIN, LL. D., Chancellor.

COMPRISES THE FOLLOWING DEPARTMENTS:

### I. UNDERGRADUATE DEPARTMENT.

1704 Washington Avenue.

WHICH INCLUDES

#### a. THE COLLEGE.

M. S. SNOW, A. M., DEAN.

#### b. THE SCHOOL OF ENGINEERING.

E. A. ENGLER, PH. D., DEAN.

DEGREES:

1. Bachelor of Arts.
2. Bachelor of Science.
3. Bachelor of Science in Civil Engineering.
4. Bachelor of Science in Mechanical Engineering.
5. Bachelor of Science in Mining Engineering.
6. Bachelor of Science in Metallurgy.
7. Bachelor of Science in Chemistry.
8. The usual higher degrees.

Entrance examinations Tuesday and Wednesday, Sept. 26 and 27, 1899.

### II. HENRY SHAW SCHOOL OF BOTANY.

1724 Washington Avenue.

WM. TRELEASE, S. D., PROFESSOR IN CHARGE.

### III. ST. LOUIS SCHOOL OF FINE ARTS.

Lucas Place and 19th Street.

HALSEY C. IVES, DIRECTOR.

### IV. LAW SCHOOL.

1417 Locust Street.

W. S. CURTIS, LL. B., DEAN.

Degree of LL. B. conferred at the completion of the two years' course.

Entrance examination Wednesday, Sept. 27, 1899.

### V. ST. LOUIS - MISSOURI MEDICAL COLLEGE.

1806 Locust Street.

H. H. MUDD, M. D., DEAN.

Entrance examinations Tuesday and Wednesday, Sept. 26 and 27, 1899.

### VI. MISSOURI DENTAL COLLEGE.

1814 Locust Street.

H. H. MUDD, M. D., DEAN.

Entrance examinations Tuesday and Wednesday, Sept. 26 and 27, 1899.

### VII. SMITH ACADEMY.

Washington Ave. and 19th St.

C. P. CURD, A. M., PRINCIPAL.

A Preparatory School for College, Polytechnic School and Business.

Entrance examinations Monday, Tuesday and Wednesday, Sept. 25-27, 1899.

### VIII. MANUAL TRAINING SCHOOL.

Washington Ave. and 18th St.

C. M. WOODWARD, PH. D., DIRECTOR.

This is a School for Boys from fourteen to twenty years old. A three years' course, including English Studies, Latin, French, German, Spanish, Drawing, Carpentry, Pattern-Making, Blacksmithing and Machine-work.

Entrance examination Friday, Sept. 22, 1899.

### IX. MARY INSTITUTE.

Beaumont and Locust Sts.

EDMUND H. SEARS, A. B., PRINCIPAL.

A completely equipped School for Girls.

Entrance examinations Tuesday and Wednesday, Sept. 26 and 27, 1899.

GEO. M. BARTLETT, Secretary.

## UNIVERSITY

OF THE STATE OF MISSOURI.

Founded in 1840.

Has departments of Language, Science, History, Economics, Philosophy and Pedagogics, and also of Law, Medicine, Engineering, (civil, electric and mechanical,) Agriculture, Horticulture, Entomology, Veterinary Science and Mechanic Arts, all at Columbia, Mo. Instruction is given in Military Science and Tactics also, and Stenography and Business Forms. All departments open to women. Fees small. Campus contains ten buildings, supplied with water, steam heat and electricity. New greenhouse and laboratory of horticulture, botany and entomology. New laboratories of physiology, bacteriology and pathology in the medical department. Furniture, library and equipment for scientific and technical work all new. Fifty-nine professors and instructors in the whole University. Examination for entrance will be held in Columbia during the four days preceding the opening of the university. For citizenship, apply to your senator or representative. (The school of Mines and Metallurgy, at Rolla, is a department of the University.) For catalogue, address IRVIN SWITZLER, Registrar, Columbia, Mo.

R. H. JESSE, LL. D., President.

New Hampshire.

NEW HAMPSHIRE, West Lebanon.

New Hampshire Military Academy.

Prepares for Government Academies and Colleges. Full Commercial Course.

MAJOR B. F. HYATT, A. M., Principal.

COLUMBIA UNIVERSITY—NEW YORK CITY.

The professional school of Columbia University for the training of general teachers, supervisors, principals, superintendents, and instructors in normal schools and colleges. Open to both sexes. Fellowships and scholarships amounting to \$3750 annually. Catalogue sent on application to the Secretary. JAMES E. RUSSELL, PH. D., DEAN.

TRY IT! MARVELOUS SUCCESS!

BALMER & WEBER  
MUSIC COUPON SYSTEM

BY SENDING 10 CENTS FOR THESE GREAT CHUMS IN NURSERY SONGS.

The Golden Rule, Good Morning, Merry Sunshine, } Words and Music Complete.

ALSO CIRCULAR EXPLAINING SYSTEM.

Address the Publishers: **Balmer & Weber,** Established 53 consecutive years. St. Louis, Mo.

SCIENCE AND ART OF **PENMANSHIP.**

A new (1899) and unique Text Book for daily use in Class Recitations in Penmanship and cognate subjects in Public Schools. Lessons may be assigned and recited from day to day, as in Orthography, Geography, Physiology, or any of the common school branches. The most Practical and useful knowledge for every day life. It is teachable; it tells how; it tells why. Ample suggestions, outlines, tables, models, exercises, etc. Over 1,000 questions answered in the text. 280 topics. Ample illustrations. It is what you want. Cloth, 256 pages; XI chapters. \$1.00 brings it. A postal card brings the table of contents, etc. Transform your classes and renew the interests of your pupils. Address all orders for this book to

G. W. HENDERSON & SON,  
West Cairo, Allen County, Ohio.

## FLAGS.

Write for Price List to

J. A. JOEL & CO.,

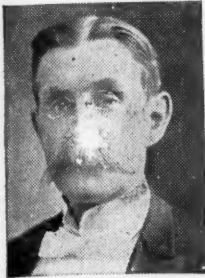
88 Nassau St. New York.



Size.	Price	Size.	Price	Size.	Price	Size.	Price
2x3 feet	\$ .75	5x10 feet.	\$3.75	8x16 feet	\$ 7.90	12x25 feet	\$17.75
2½x4 "	1.05	6x9 "	8.87	9x15 "	8.70	15x25 "	21.00
3x5 "	1.60	6x10 "	4.25	10x15 "	9.25	15x30 "	25.00
3x6 "	1.90	6x12 "	5.00	9x18 "	10.20	20x30 "	33.00
4x6 "	2.22	7x12 "	5.60	10x18 "	10.85	20x36 "	39.00
4x7 "	2.45	7x14 "	6.50	10x20 "	11.90	20x40 "	43.75
4x8 "	2.75	8x12 "	6.25	12x20 "	14.20	26x40 "	56.00
5x8 "	3.10	8x15 "	7.60				

BEST ALL-WOOL U. S. STANDARD BUNTING.  
Lowest Prices in the U. S. Mention Am. Jour. of Education.

## AMERICAN JOURNAL OF EDUCATION.



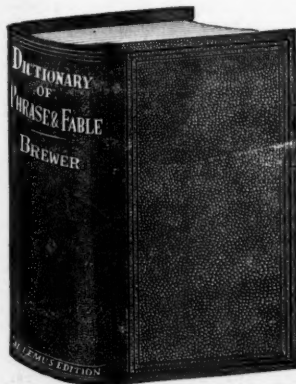
### ROTE SONGS FOR PRIMARY GRADES.

By PROF. C. T. SZEKLE, Assistant Supervisor of Music, New York City schools. Simple melodies within the compass of children's voices, linked to simple words. No note above the staff nor below D. Advance sales of over seven thousand copies were received for this book. Undoubtedly the best collection of rote songs on the market. All the melodies are new. Partial table of contents follow:

America, the Fair, the God's Goodness	Jing, Jing, Jing-a-Ling
Free Happy Children	Jack and Jill
Before All Lands	How the Flowers Grow
Butterfly and the Flow	Little Drops of Water
Coasting Song	How to Make a Shoe
Cradle Song	In the Forest
Evening Hymn	In the Woodland
Good King Arthur's I Love Little Pussy	Mary Cary's Two Canaries
Pudding	I'm Quite a Big Boy
God Covers All	Morning Song

Every song has been tested in the school. Price, single copies, 15c; per doz., \$1.50, postpaid; per 100, \$10.00, sent by express, not prepaid.

## Brewer's Dictionary of Phrase and Fable



Giving the Derivation, Source or Origin of Common Phrases, Allusions and Words that have a Tale to Tell.

By the REV. E. COBHAM BREWER, LL.D.

New Edition, Revised, Corrected and Enlarged.

To which is added a Concise Bibliography of English Literature.

NEARLY 1500 PAGES.

Handsomely printed on superior paper from an entirely new set of plates.

Cloth, Gilt Top, . . . . \$1.50.

**Special Offer**—For a short time we will send this great work, prepaid, and the American Journal of Education, one year, for only \$1.75.

A New and Handsome Library Edition of that Grand Historical Work,

### The Rise of the Dutch Republic.

(A HISTORY)

By John Lothrop Motley.

Embellished with over Fifty Full-page Half-tone Engravings and a Map.

Price, prepaid by mail or express, Complete in two volumes—over 1600 pages.

Large 12mo., cloth, per set. . . . . \$2.00  
Half Morocco, gilt top, per set. . . . . 3.25

This masterpiece of our great American Historian should be in the library of every liberty loving one of his fellow countrymen. To this end the publisher has made the price especially low while maintaining a high degree of excellence in the mechanical execution of the work.

### MANUAL OF MYTHOLOGY.

Greek, Roman, Norse and Old German, Hindoo and Egyptian Mythology.

By Alexander S. Murray.

With Notes, Revisions and Additions, by WILLIAM H. KLAPP, Headmaster of the Episcopal Academy, Philadelphia.

Two Hundred Illustrations and a Complete Index. Large 12mo., Cloth, 465 pages. Price, postpaid. . . . . \$1.25

It has long been one of the most serviceable of hand-books for the study of the subject.—Hon. W. T. Harris, U. S. Com. of Education.

### THE AGE OF FABLE; OR, BEAUTIES OF MYTHOLOGY.

By Thomas Bulfinch.

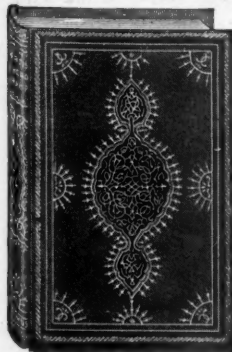
With Notes, Revisions and Additions, by WILLIAM H. KLAPP, Headmaster of the Episcopal Academy, Philadelphia.

Two Hundred Illustrations and a Complete Index. Large 12mo., Cloth, 448 pages. Price, postpaid. . . . . \$1.25

## NEW ILLUSTRATED CLASSICS.

POST-PAID, ONLY 35 CENTS. HANDSOMEST BOOK EVER SOLD AT THE PRICE.

Here is a magnificent collection of the masterpieces of English and American Literature, handy volume size, large type editions. Each volume contains illuminated title pages, with portrait of author and numerous engravings. They are bound in full cloth, ivory finish, ornamental inlaid sides and backs. Each book put up in a neat box. Sent by mail, post-paid, for ONLY 35 CENTS.



Confessions of an Opium Eater—De Quincey.  
Treasure Island—Stevenson.  
Carmen—Prosper Merimee.  
A Sentimental Journey—Lawrence Sterne.  
The Blithedale Romance—Hawthorne.  
Bab Ballads and Savoy Songs—W. H. Gilbert.  
Fanchon—George Sand.  
John Ploughman's Talk—Spurgeon.

Cranford—Mrs. Gaskell.  
A Window in Thrums—Barrie.  
Rab and His Friends—Brown.  
Vicar of Wakefield—Goldsmith.  
Idle Thoughts of an Idle Fellow—J. K. Jerome.  
Tales from Shakespeare—Charles and Mary Lamb.  
Sesame and Lilies—Ruskin.  
Ethics of the Dust—Ruskin.  
Pleasures of Life—Sir John Lubbock.  
Scarlet Letter—Hawthorne.  
House of the Seven Gables—Hawthorne.  
Mosses from an Old Manse—Hawthorne.  
Twice Told Tales—Hawthorne.  
Bacon's Essays.  
Emerson's Essays—1st Series.  
Emerson's Essays—2d Series.  
Representative Men—Emerson.  
Thoughts, Marcus Aurelius.  
Discourses, Epictetus.  
Imitation of Christ—Thomas A' Kempis.  
Lowell's Poems.  
John Ploughman's Pictures—Spurgeon.  
The Manliness of Christ—Thomas Hughes.  
Beecher's Addresses to Young Men.  
The Autocrat of the Breakfast Table—Holmes.  
Mulvaney Stories—Kipling.  
Kipling's Ballads.  
Ten Nights in a Bar Room—Arthur.

Drummond's Addresses.  
Chesterfield's Letters.  
Reveries of a Bachelor—Ik. Marvel.  
Dream Life—Ik. Marvel.  
Sartor Resartus—Carlyle.  
Heroes and Hero Worship—Carlyle.  
Uncle Tom's Cabin—Mrs. Stowe.  
Essays of Elia—Charles Lamb.  
My Point of View—Selections from Drummond's Works.  
Sketch Book—Irving.  
Kept for the Master's Use—Havergal.  
Lucille—Owen Meredith.  
Lalla Rookh—Thomas Moore.  
Lady of the Lake—Scott.  
Marmion—Scott.  
Princess and Maud—Tennyson.  
Childe Harold's Pilgrimage—Byron.  
Idylls of the King—Tennyson.  
Evangeline—Longfellow.  
Longfellow's Poems—Vol. I.  
Longfellow's Poems—Vol. II.  
The Queen of the Air.  
Whittier's Poems—Vol. I.  
Whittier's Poems—Vol. II.  
Morning Thoughts—Havergal.  
Evening Thoughts—Havergal.  
In Memoriam—Tennyson.  
Coming to Christ—Havergal.  
The House of the Wolf—Stanley Weyman.  
The Changed Cross and Other Religious Poems.  
Laddie and Miss Toosey's Mission.  
Phantom Rickshaw—Rudyard Kipling.  
Steps into the Blessed Life—Rev. F. B. Meyers.

Poe's Poems.  
Bryant's Poems.  
Holmes' Poems.  
Greek Heroes—Charles Kingsley.  
A Wonder Book—Hawthorne.  
Undine—Fouque.  
Brooks' Addresses.  
Balzac's Shorter Stories.  
Two Years Before the Mast—Dana.  
Autobiography of Benjamin Franklin.  
Last Essays of Elia—Charles Lamb.  
Tom Brown's School Days—Hughes.  
Poe's Weird Tales.  
The Crown of Wild Olive—Ruskin.  
Natural Law in the Spiritual World—Drummond.  
The Romance of a Poor Young Man—Octave Feuillet.  
Black Beauty—Anna Sewell.  
Camille—Alexandre Dumas, Jr.  
The Light of Asia—Sir Edwin Arnold.  
The Lays of Ancient Rome—Macaulay.  
Daily Food for Christians.  
Adventures of a Brownie—Miss Mulock.  
The Impregnable Rock of Holy Scripture—William E. Gladstone.  
Kidnapped—Robert L. Stevenson.  
The Prince of the House of David—Ingraham.  
Tanglewood Tales—Nathaniel Hawthorne.  
The Song of Hiawatha—Henry W. Longfellow.

PERRIN & SMITH, PUBLISHERS, 217-219 OLIVE STREET, ST. LOUIS, MO.



## AMERICAN JOURNAL OF EDUCATION.

### ETERNAL LIFE SERIES.



Finely printed on extra laid paper, with portrait of author in each volume. Handsomely bound. New designs in Silver and Inks.

Per volume, postpaid .....80 cents.

1. Eternal Life .....Henry Drummond
2. Lord, Teach Us to Pray .....Andrew Murray
3. God's Word and God's Work .....Martin Luther
4. Faith .....Thomas Arnold
5. The Creation Story .....William E. Gladstone
6. The Message of Comfort .....Ashton Oxenden
7. The Message of Peace .....R. W. Church
8. The Lord's Prayer and the Ten Commandments.....Stanley
9. The Memoirs of Jesus .....Robert F. Horton
10. Hymns of Praise and Gladness.....Elizabeth R. Scovill
11. Difficulties .....Hannah Whitall Smith
12. Gamblers and Gambling .....H. W. Beecher
13. Have Faith in God .....Andrew Murray
14. Twelve Causes of Dishonesty .....H. W. Beecher
15. The Christ in Whom Christians Believe .....Phillips Brooks
16. In My Name .....Andrew Murray
17. Six Warnings .....H. W. Beecher
18. The Duty of the Christian Business Man .....Phillips Brooks
19. Popular Amusements .....H. W. Beecher
20. True Liberty .....Phillips Brooks
21. Industry and Idleness .....H. W. Beecher
22. The Beauty of a Life of Service .....Phillips Brooks
23. The Second Coming of Our Lord .....Dr. A. T. Pierson
24. Thought and Action .....Phillips Brooks
25. The Heavenly Vision .....Rev. F. B. Meyer
26. Morning Strength .....Elizabeth R. Scovill
27. For the Quiet Hour .....Edith V. Brandt
28. Evening Comfort .....Elizabeth R. Scovill
29. Words of Help for Christian Girls .....Rev. F. B. Meyer
30. How to Study the Bible .....Rev. Dwight L. Moody
31. Expectation Corner .....E. S. Elliott
32. Jessica's First Prayer .....Hesba Stretton
33. Jessica's Mother .....Hesba Stretton
34. The Greatest Thing in the World .....Henry Drummond
35. How to Learn How .....Henry Drummond
36. What is a Christian? The Study of the Bible; A Talk on Books .....Henry Drummond
37. Pax Vobiscum .....Henry Drummond
38. The Changed Life .....Henry Drummond
39. First! A talk With Boys .....Henry Drummond

Order Books for Presents now and Avoid the Holiday Rush and Delay.

### BELLES-LETTERS SERIES.

These books are finely printed on extra laid paper, with portrait of author in each volume. Handsomely bound. New designs in Silver and Inks. Same binding as the Eternal Life Series.

Per Volume, postpaid, only 30 cts.

1. Independence Day .....Rev. Edward E. Hale
2. The Scholar in Politics .....Hon. Richard Olney
3. The Young Man in Business .....Edward W. Bok
4. The Young Man and the Church .....Edward W. Bok
5. The Spoils System .....Hon. Carl Schurz
6. Conversation .....Thomas De Quincey
7. Sweetness and Light .....Matthew Arnold
8. Work .....John Ruskin
9. Nature and Art .....Ralph Waldo Emerson
10. The Use and Misuse of Books .....Frederic Harrison
11. The Monroe Doctrine; Its Origin, Meaning and Application, Prof. John Bach Masters (University of Pa.)
12. The Destiny of Man .....Sir John Lubbock
13. Love and Friendship .....Ralph Waldo Emerson
14. Rip Van Winkle .....Washington Irving
15. Art Poetry and Music .....Sir John Lubbock
16. The Choice of Books .....Sir John Lubbock
17. Manners .....Ralph Waldo Emerson
18. Character .....Ralph Waldo Emerson
19. The Legend of Sleepy Hollow .....Washington Irving
20. The Beauties of Nature .....Sir John Lubbock
21. Self-Reliance .....Ralph Waldo Emerson
22. The Duty of Happiness .....Sir John Lubbock
23. Spiritual Laws .....Ralph Waldo Emerson
24. Old Christmas .....Washington Irving
25. Health, Wealth and the Blessings of Friends .....Sir John Lubbock
26. Intellect .....Ralph Waldo Emerson
27. Why Americans Dislike England .....Prof. Geo B. Adams (Yale.)
28. The Higher Education as a Training for Business, Prof. Harry Pratt Judson (University of Chicago)
29. Miss Tootsey's Mission
30. Laddie
31. J. Cole .....Emma Gellibrand



### DIVINITY CLASSICS.

#### TWO VOLUME SETS.

Dainty little sets in exquisite uniform bindings.

These are the most beautiful bindings we have ever offered; a suitable dress for the pure, wholesome, uplifting literature contained within.

They are bound in Half Vellum and put up in a handsome box. Just the thing for a present.

Price per Set, postpaid, only .....80 cts.  
Single volumes at .....45 cts.

1. Kept for the Master's Use .....Frances Ridley Havergal
2. My King and His Service .....Frances Ridley Havergal
3. Of the Imitation of Christ .....Thomas a Kempis
4. My Point of View .....Selections from Drummond's Works
5. Addresses .....Phillips Brooks
6. Abide in Christ .....Henry Drummond
7. Like Christ .....Andrew Murray
8. The Manliness of Christ .....Thomas Hughes
9. Addresses to Young Men .....Henry Ward Beecher
10. With Christ in the School of Prayer .....Andrew Murray
11. Holy in Christ .....Andrew Murray
12. The Pathway of Safety .....Ashton Oxenden
13. The Pathway of Promise .....F. B. Meyer
14. Steps Into the Blessed Life .....F. B. Meyer
15. The Throne of Grace .....R. W. Church
16. The Message of Peace .....Ashton Oxenden
17. The Christian Life .....Charles H. Spurgeon
18. John Ploughman's Talk .....Charles A. Spurgeon
19. John Ploughman's Pictures .....Charles A. Spurgeon
20. Daily Food .....Gold Dust
21. Peep of Day .....Line Upon Line
22. Morning Thoughts .....Evening Thoughts
23. Morning Thoughts .....Frances Ridley Havergal
24. Evening Thoughts .....Frances Ridley Havergal

PERRIN & SMITH, PUBLISHERS, 217-219 OLIVE STREET, ST. LOUIS, MO.



**TELEGRAPHY** Stenography, Type Writing, Book-keeping, etc., thoroughly taught at **EASTMAN, Poughkeepsie, N. Y.**, and positions secured. Catalogue free. **C. C. GAINES, Box 776, Poughkeepsie, N. Y.**

**TEACHERS WANTED** For Schools and Colleges. Membership free.  
**GUNSTON BUREAU, HANCOCK, MD.**

## BUSY WORK

Sentence Building,  
Reading, Writing,  
Spelling, Drawing,  
Counting, Rondebush,  
Vertical Script and Print,  
200 Cards.  
30 Words with Capitals,  
75 Picture Cards,  
Drawing very simple.

**SAMPLE BOX, COMPLETE, 25 CENTS.**  
FREE CIRCULAR.

**CENTRAL SCHOOL SUPPLY HOUSE,**  
**CHICAGO, ILL.**

**THE**  
**Orchard City College,**

SITUATED AT  
**FLORA, ILLINOIS,**  
PREPARES

**For University or Business.**

Special advantages for teachers. Superior methods. Experienced instructors. Four years Scientific course, three years Normal course, one year Commercial course, one year Shorthand course. Typewriting by touch. Graduates secure good positions. Expenses low. Board and room in private family only \$2 per week. Students enter at any time. Winter term Jan 2, 1900; Spring term March 19; Summer term June 11. Send for Catalogue.

### Planetary Pencil Pointer



Not a Toy,  
but a  
Machine.

Circulars  
Free.

Needed in every Home and School.

Never breaks the point. Preserves the softest lead. Saves its cost in the saving of lead. Cleanly, convenient, useful.

Made only by **A. B. DICK COMPANY,**  
152-154 Lake St., Chicago. 47 Nassau St., New York.

**SCHOOL BELLS UNIVERSITY AND COLLEGE BELLS.**  
Purest copper and tin only. Terms, etc., free.  
**MESHAKE BELL FOUNDRY, Baltimore, Md**



**BUCKEYE BELL FOUNDRY** Established 1887.  
THE E. W. VANDUSEN CO., Cincinnati, O., U.S.A.  
Bells made of Pure Copper and Tin only.  
FOR CHURCHES, COURT HOUSES, SCHOOLS, etc.  
ALSO CHIMES AND PEALS.  
Makers of the Largest Bell in America.



**BROWN'S**  
ONE CENT EACH.  
120 for \$1.00  
:**FAMOUS:**  
**PICTURES**  
SIZE 5 1-2 x 8  
1100 SUBJECTS

Authors and their Homes, Famous Paintings, Architecture, Etc.

150 ON LIFE OF CHRIST.

100 MADONNAS.

Our Pictures are very much Superior to any others. A comparison will prove this. Send two 2-cent stamps for four sample pictures and 24-page catalogue, illustrated with thirty (30) pictures.

**G. P. BROWN & CO., - BEVERLY, MASS.**

### The Silver Song Series.

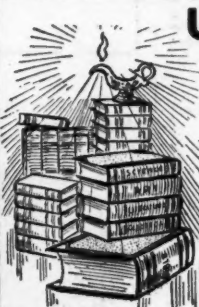
The aim of this series is to supply in each of the numbers just that material which will be most helpful and most interesting in the designated school grade or grades. The songs are bright and melodious, suitable for all occasions. All the best composers are represented. Ten numbers, 12 cents each. Nos. 1, 4, 5, 10 are now ready, and others are near completion.

### The Land of Song: Books I., II., III.

For primary, lower grammar, and upper grammar grades. Selected by KATHARINE H. SHUTE. Edited by LARKIN DUNTON, LL.D. Book I., 36 cents; Book II., 48 cents; Book III., 54 cents. Three delightful supplementary readers, beautifully illustrated. They constitute a little library of choice literature in themselves, offering the best collection of short poems in the English language.

Illustrated catalogue mailed free on application. Correspondence cordially invited.

**SILVER, BURDETT & COMPANY, Publishers,**  
**BOSTON, NEW YORK, CHICAGO.**



**UTILIZE**  
**YOUR SPARE TIME**  
**TO INCREASE YOUR**  
**KNOWLEDGE.**

"Rich in Mind  
Is Rich  
in Pocket."

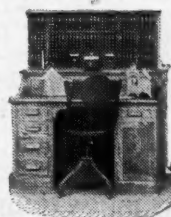
### National Correspondence Normal College

It is a school that educates everyone at their own homes by modern methods at small cost and without devoting their entire time to the acquiring of an education. It is the ideal school for the ambitious of both sexes who are employed or who for other reasons cannot conveniently leave home. Select your own course of studies. Take one or all that interest you: **Normal, College of Arts, Business, Graduate School, Shorthand, Classical, Bible Study, Scientific, Kindergarten, Modern Languages.**

Courses lead to degrees, B. A., B. S., A. M., Ph. D., etc. Tuition very reasonable. Write today for catalogue and full information.

**W. A. STEVENSON, A. M., Ph. D.,**  
**President National Correspondence Normal College, (Incorporated)**  
**FENTON, - - MICH.**

### DESK-TOP FILING CABINET



FOR CLIPPINGS,  
MANUSCRIPTS, SEN-  
MONS, LETTERS, ETC.  
PATENT APPLIED FOR.

Your Own Encyclopedia. A Mental Savings Bank. A storehouse of knowledge containing 200 separate open dust proof index files. In fact, putting all your knowledge at your finger's end, for use at any instant.

Write for Circulars.

**CENTRAL SCHOOL SUPPLY HOUSE, CHICAGO.**

### Sanford's Perfect Heel Protector

Is the only device that prevents lopsided Heel-Beats. Guaranteed to add 50 per cent. to the wearing quality of any pair of shoes. Made of Silver Steel, chilled, very durable. Easily applied by any one. We mail a sample pair, with nails, for 10c., or a box containing six pairs protectors, with nails, a steel chisel, tin gauge, and full instructions for applying, for 50 cts. Agents wanted. Address: **Woodman Co., Box 2872, Boston, Mass.**



## THE AMERICAN BOOK COMPANY'S LIST

... OF ...

## Supplementary Reading and Library Books

## INCLUDES:

For the First Year in School,	Four Books.
For the Second Year in School,	Three Books.
For the Third Year in School,	Three Books.
For the Fourth Year in School,	Ten Books.
For the Fifth Year in School,	Thirteen Books.
For the Sixth Year in School,	Five Books.
For the Seventh Year in School,	Twenty-three Books.
For the Eighth Year in School and for Pupils 15 to 18 years old,	Seventy-five Books.

With large additions of volumes each year in preparation.

## THE SUBJECTS INCLUDE:

Stories and Tales,	General Science,
Fables,	Literature,
Nature Study,	Biography,
History Stories,	Poetry and the Drama,
Mythology,	Great Novels,
Geography,	Great Essays and Speeches,
	Folk-Lore.

Correspondence is cordially invited,

## AMERICAN BOOK CO.,

NEW YORK.  
CHICAGO.

317 Walnut Street,  
CINCINNATI, O.

## THE CELEBRATED

MARSH READING STAND AND  
REVOLVING BOOK CASE

Recognized throughout the Civilized World unequalled as an Office or Library article, is now offered as a PREMIUM to new subscribers. Over 50,000 now in use by the profession, bankers and business men, who concede it is the "Missing Link" between the Secretary and the Library.

## DESCRIPTION.

84 inches high; by patent extension rod can be raised to 50 inches. Oak shelves with carved oak slats make this case 15x15x12 and ample room for all reference books of daily use. The top or Dictionary Holder, 14x18 inches, is large and strong enough for any volume and is adjustable to any angle or height. The base is oak 18 inches high. Between shelves 11 inches. Revolves easily.

This Stand has been selling at retail for . . . \$10.00  
Year's subscription to Am. Journal of Education, .50

\$10.50

For \$4.50 in Money Order or Draft this \$10 Stand will be shipped to you and our paper for one year.

AM. JOURNAL OF EDUCATION.

## Catalogue Printing



WE make a specialty of fine Catalogue Printing. If most anything will answer, most any printer can do it for you, but if you want particular printing, send us your copy and we will give you results none can surpass and few equal—and at prices usually asked for inferior work. TRY US!

## Linotype Composition

Our composing room is equipped with four celebrated Mergenthaler type-setting machines, and we will be pleased to submit prices to the trade for straight composition from 10 to 30 ems measure, nonpareil to small pica.

## Binding of All Kinds

Our bindery is kept abreast of the times in modern labor-saving machinery for the economical production of bindery work in all its branches.

## Mailing Department

In addition to the composition, press work and binding of daily, weekly or monthly publications or catalogues, we are also prepared to do the wrapping and mailing at small cost.

## PERRIN &amp; SMITH PRINTING CO.

217-219 Olive Street, ST. LOUIS.

To Users  
of  
Printing

## RELIEF MAPS.



Systematic Collections, Mineralogy, Geology, Zoology, for schools of all grades, Lantern Slides, etc.

## Washington School Collections:

Minerals, Rocks and

Invertebrate Animals

At ONE-HALF the Usual Price.

40 minerals in good case, or 40 rocks with duplicate fragments, for \$2.00. 24 types of invertebrates for \$3.50. Each collection accompanied with text book of 60 pages. Commissioner Harris writes: "Every school in the United States, in my opinion, should have these collections."

Send for Circulars.

EDWIN E. HOWELL, 612 17th St., N. W., WASHINGTON, D. C.

P  
E  
N  
S

THE BEST PENS OUT  
ESTERBROOK'S  
FOR SCHOOLS

Vertical, Nos. 556, 570, 621, 646

Slant, Nos. A1, 128, 333, 444

PENS FOR ALL OTHER PURPOSES.

Ask your Stationer for them.

The Esterbrook Steel Pen Co.,

Works, Camden, N. J.

26 JOHN STREET, N. Y.

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION  
THE SAFETY OF A REPUBLIC

VOL. XXXII.

ST. LOUIS, MO., OCTOBER 1, 1899.

No. 10.

PERRIN & SMITH PRINTING CO., PROPRIETORS.

J. G. REYNOLDS, MANAGING EDITOR.

Terms, per year, in advance.....\$ .50  
Single Copy......10

## CONTRIBUTIONS.

### THE STUDYING AND TEACHING OF ENGLISH.

BY EDWIN A. GREENLAW, A. M., NORTHWESTERN UNIVERSITY.

It is a well-known principle in pedagogy that the teacher to be successful must also be a student. If he who endeavors to bring young minds into contact with new truth is also constantly trying to learn new truth himself, his mental attitude will be of the greatest assistance in the work of instruction. In no other branch in the school curriculum is this principle so applicable as in the case of the teaching of English. The instructor must be acquainted with the best literature if he would gain that culture which is an essential element in teaching English. He must have the power to gather the thought from the printed page rapidly, accurately, completely, in order to make thinkers of his pupils. He must have the large vocabulary which gives him power of expression, and which can be gained in no way so effectively as through the study of literature. For these reasons, and for others which will be suggested by them, the object of the present series of articles is to assist teachers in their professional work of teaching English by assisting them to be more capable students of literature.

#### GRASPING THE THOUGHT.

The first object of the study of literature is the acquiring of the power to understand the thought expressed by the writer. This is not so easy to do as is sometimes supposed. Many mature persons, who would be indignant if any one expressed doubt of their ability to read, are veritable infants when they attempt to read understandingly some meaty passage. We are in danger of becoming a nation of smatterers, simply because the element of haste

enters so largely into our lives. We read newspapers by their headlines; and if we read literary works at all, we are in danger of looking merely at the nouns and verbs, to the exclusion not only of all elements which contribute to the esthetic appreciation of literature, but also of the time and consideration required for complete understanding of the thought. The student of literature should bear in mind that his first and chiefest object is the understanding of the author's thought, and to this end he should be careful how he reads.

Time should be taken to insure perfect assimilation of the thought. It is quite possible to read Emerson's essay on "Compensation" and come away not one idea the richer for the time spent. The words pass before the mind and make no more permanent impression than the landscape seen from the window of a swiftly moving car. Such reading is worse than useless: it incapacitates the mind for any solid, fruitful work later on. All profitable study of literature must be without haste. It is not quantity, but quality, that counts. Do not ascribe to yourself any superior virtue if you can say you have read one hundred pages of Macaulay's Essays since last week. If you measure your reading by the page, it is quite likely that your time has been practically wasted.

The student should test himself frequently as to his mental grasp of the subject. Read a paragraph from some essay or other prose work (not fiction) just as you usually read; that is, at about the same rate and with about your ordinary degree of attention. Then close your book and write what you can remember of the paragraph. Apply the same test when you have finished reading the chapter or the essay. The chances are that you will be very much mortified at the small amount your mind retains. Repeat the test until you notice improvement in your power of giving attention. Let much of the practice be as here suggested in writing; but vary it at times by simply closing the book and endeavoring to repeat to yourself the substance of what you have just read. When you have acquired facility in this, and find that it is less difficult to keep your attention upon your reading, test yourself by an effort to recall the substance of the preceding day's reading. Constant review, undivided attention and careful avoidance of haste in this method of study will increase your mental power in a way that will surprise and delight you. It has revolutionized the intellectual life of more



than one student who has persistently and patiently practiced it.

#### VOCABULARY.

A very important part of the study of literature is the increased power over words which it gives. Nothing so accurately marks the distinction between the educated man and the ignoramus as his use of words. The illiterate man commands but a small vocabulary and expresses the most primitive ideas. Every word added to one's working vocabulary means so much won from the kingdom of ignorance and indicates so much additional power.

The dictionary should be the constant companion of the student of literature, and every unfamiliar word should be mastered. Let the student make a list of all new words he meets, together with their definitions, and then by constant review fix them thoroughly in his mind.

#### POETRY AND PROSE.

De Quincy divided literature into two classes: the literature of knowledge and the literature of power. Prose belongs for the most part to the first class, because in it the intellect is generally addressed; but poetry, which appeals to the emotions, belongs to the literature of power.

The student should make careful note of the difference between poetic and prose style. Besides the more apparent distinctions of rhyme and metre, it will be found that the sentence order of poetry is different from that of prose; that the language is more figurative; and that there is a striking difference in diction. Let the student select a passage from Tennyson or Lowell and underline every word that he is conscious he would not use if expressing the same thought in prose. Poetic abbreviation, such as *o'er*, *ne'er*, etc.; archaisms, as *tarn*, *ere*, *nathless* (nevertheless), etc.; and suggestive words, as *babbling*, *clang*, *buzzing*, etc., should be grouped in separate columns. This exercise is very valuable in assisting students to acquire poetic appreciation. The lover of literature gets the flavor of words just as the epicure delights in the flavor of his favorite dishes.

#### LITERATURE AND CULTURE.

No other subject can compare with literature in giving that undefinable something which we call culture. The reason is not far to seek. Literature embodies the highest results of the life of a people. A nation's progress is more surely indicated in its literature than in any other way. To understand the literature of the age of Queen Elizabeth is to understand the very best of that age.

Again literature is art, and deals with beauty. It is not enough for a man to have a great thought if he would write what the world calls literature; he must express it in a beautiful way. Thus, to love literature means to love the beautiful, an important factor in culture.

Literature gives liberal views instead of narrowness; takes the conceit out of a man; develops the sense of beauty; inspires men to aim high; and all these are elements of culture. Says Emerson: "The age of the quadruped is to go out—the age of the brain and of the heart is to come in;" and in bringing about this end literature must play an important part.

### THE STUDY OF BIBLE HISTORY IN THE GRADED SCHOOLS.

BY MISS H. W. POORE, BOSTON.

If one feature more than another characterizes the present age, it is progressiveness. There is no fact of civilization that does not show advance, no art or science that does not emphatically demonstrate that we are not modern Micawbers, waiting for something to happen, but rather are exercising all our powers to cause something to happen.

Our educators have been by no means the last to feel this quickening pulse. Our schools have been raised to higher standards, and our teachers yearly required to be more efficient. The old "dame's school" of our ancestors serves now merely as a source of amusement, and is interesting only as one step in the progress of education.

Efforts have been made to give pupils in grammar grades a more general knowledge than heretofore. Realizing that many children never go beyond that grade, school authorities have introduced into the courses of study a treatment of the general and simpler of the principles of branches taught formerly only in the high schools, such as physiology, bookkeeping, botany, physics, algebra and Latin.

The introduction of these branches is, I know, subject to a good deal of criticism; but the more progressive schools surely have them in their courses of study. I want to enter a plea for one other, however, that is the Bible. I am fully aware that the subject of the Bible in schools is an old and hackneyed one. It has been well exploited; teachers have been dismissed, superintendents have been removed and members of school committees have been elected or defeated upon this single issue. It is, however, as a work of inspiration and the book upon which the religious sentiment of Christendom turns that it has been made the subject of argument. Its reading considered as an act of worship, and its teachings construed into widely varying views have led to radical differences of opinion. It is not in this light that I would have it considered. It has a different bearing which, in the eagerness to defend the doctrines or protect the youthful mind from false impressions, is often ignored. It has a secular bearing, and it surely ought to be the function of every public school to give children a knowledge of this book in this light.

It is a fact greatly to be deplored that there is not only among young people, but in society in general, great ignorance of the historical facts of the Bible. Children will repeat whole poems by our more common writers who can not say as many verses from the Scriptures. Young ladies will glibly discuss Browning or Spencer who can not repeat one of the Beatitudes. Not many months ago I heard a class in physical geography recite upon the subject of volcanoes, and, in the course of the recitation, mention was made of Mt. Ararat. The teacher asked for any further information as to this mountain, and but four of twenty-five indicated by any expression that they had ever heard of it before, yet Mt. Aetna was as familiar to them as the mountain that they could see from the class-room window.

We insist that our children be taught the history of our

own country, and we are almost as persistent regarding that of England. We want them to know the stories of Grecian and Roman history, yet the curriculum that includes any study of the Hebrews is rare indeed. Children love to hear and tell the story of Sir Walter Raleigh and the Virgin Queen, they get enthusiastic over the tale of General Putnam and the wolf, and that of the brave Horatius. Is not the account of Joseph just as interesting, and was not David just as brave as Horatius? No book is so common—everyone does, or at least, may possess one; and yet there is this painful ignorance regarding it. Truly, in the midst of riches we are poor.

It is not necessary to teach from the book itself. There are many good histories written for children of all ages, and many are absolutely unsectarian. It is even better in many cases to use a history, as a study of the book directly might often lead to doctrinal discussions which in public schools are so often worse than profitless, that they should be eschewed entirely.

One of the strongest arguments in favor of a study of this work seems to me to be the usefulness of a knowledge of its stories in the study of English. There are few writers who do not show a knowledge of its pages and use that knowledge to beautify and strengthen their own works, and in many cases writers have copied verbatim. Now, as English is, or should be, taught four years in the high schools, this study can but be not only a valuable preparation for the high school, but an indispensable one. Milton cannot be read or taught intelligently without knowledge of the Scriptures. Scott loves to allude to King Richard, the "unshorn Samson of the isle." Shakespeare says, "A Daniel come to judgment;" and innumerable are such allusions that are meaningless without an understanding of their origin.

It is sometimes claimed that this is the work of the Sunday-school. I admit that the Sunday-school does do a great deal to accomplish this desired end, but it does not do enough. The recitations being seven days apart and too often then not compulsory upon the pupil, the impression is not so lasting as it should be. Then again, the more special function of the Sunday-school is to show the moral bearing of the truths taught. This is sometimes tinged with a doctrinal bias, though not so much as formerly. The Sunday-school does a great deal towards accomplishing this end, in many cases it does all that there is done; but earnest parents—mothers, do more by ten-fold. How many teachers have experienced the comfort of one or more pupils who, by their intelligence, show that they have been taught by pious mothers and have come from homes where the family influence was always towards intelligence and nobility of character. Such a pupil is often the means of furnishing the only bright spot in a dreary hour.

Then is it not as important that the children in our grammar schools should be taught Bible history as Latin? Will they not find a familiarity with its pages as valuable to them in later years as a knowledge of quadratics? Should not the courses of study for graded schools give some attention to this much-neglected study and the instruction that is now delegated to the Sunday-school and parents be made compulsory by its position in the public school curriculum?—Education.

## HOW A LIBRARY WAS STARTED.

BY LOUISA A. BOYAKIN.

I entered a school as a new teacher. Thirty to thirty-five pupils were enrolled. The first week I made inquiry as to what books they had read; two or three of the older ones had read some few. I told enough of "His One Fault" (by Trowbridge) that the pupils became so much interested in it that they asked, "Where can we get that book; we want to read it?" I had a copy, which I donated as the first book for their library. It was read. The pupils expressed a wish to contribute towards a library fund. I appointed a treasurer to receive the money and a committee of pupils to solicit of their friends for the increase of their library. Many of the patrons gave money and others gave books. The first Friday of each month a collection was made by the pupils, giving whatever they wished, from a penny to a dime. As the term advanced a Christmas entertainment brought more money into the treasury. Fifteen dollars had been taken into the fund since I gave the first book. I then selected fifty books, which were purchased during that term, and every book had gone the rounds among the pupils and their friends at home. In the list ranged books for all the grades, from the primary grade to the highest. The pupils loved to read from these books, and they also love to contribute to increase their library from year to year. The thirst for good literature in our school is certainly a feast worthy of every teacher's attention.

Belleville, Ill., September 1, 1899.

## THINGS FOR CHILDREN.

BY J. P. MCCASKEY.

"Come and see," was the reply of Phillip to the question of Nathanael; and the Master to whom they came said to them: "Hereafter ye shall see Heaven open and the angels of God ascending and descending." Heaven is open, and more than ever in these latter days, if we will but have it so. Its message comes to us in ten thousand voices of "angels ascending and descending," now trumpet-tongued, now quiet as love's gentlest whisper, if we have but ears to hear and hearts open to receive it. An angel is but a messenger—sometimes a prophet or a poet, now a preacher or teacher, now a mother, now a child. Through manifold agencies and in countless ways is given the message of God to man,—but there are millions who never hear these angel voices. It is a winsome message, it is a thrilling message, it is a solemn message. It is heard with careless indifference, with transient interest and wonder, or with abiding trust and devotion. The parable of the sower is the story of results, and it is the chief business of the teacher, as the messenger and servant of the Great Master, so to sow good seed in the minds and hearts of the young, and so to cultivate the soil for that sowing, that the harvest may be "some thirty, some sixty, and some an hundred."

He should know the best himself, being always a learner, and so teach the child that it may grow day by day more

worthy of its high destiny. This, we all agree, is the end and purpose of all our knowledge. For this the schools have been organized. In them we teach reading, writing and arithmetic, the fundamental branches of an ordinary education. Along with these essential branches and after they have been acquired, should go thought, thought, thought always—the literature of power kept not abreast with but far in advance of the mere literature of knowledge—to quote the familiar contrast suggested by De Quincy. Our schools run too much to the latter kind of instruction, which is deceptive in promise and full of disappointment in its results.

We hear men speak of one good thing and another learned during school days. One or two of these things stand out as headlands looming high and grand out of the mists. Few speak of many things—some seem to think of nothing. How can this gain for a lifetime be assured to the pupil? By learning things worth knowing, and by having such frequent repetition of the same as will fix them in the heart even more than in the memory, so that they come back, like Wordsworth's Daffodils:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss or solitude,  
And then my heart with pleasure fills,  
And dances with the daffodils.

This I am always very willing to risk, namely, what intelligent boys and girls twenty years hence will say and think of this kind of methodical memory work in literature. I do not ask the judgment of men and women now in the work of teaching and supervision. I do not ask the approval of scholars or men of affairs. I might, perhaps, as well ask their approval of sunlight, fresh air, and good water. I simply ask, What will these boys and girls say of it when they have grown to years of sober discretion? I know what they will say. They say it even now—and they will say it then with an emphasis tenfold stronger than to-day.

In the old shorter Catechism of a hundred and seven questions and answers that we used to recite at home on Sunday afternoons—our good mother asking the questions—was this: "What is the chief end of man?" The negro of South Africa, whose early training had been neglected, said, "To steal oxen;" the broker king of Wall street, the result of whose training seems in some respects hardly better than that of the African, might say, "To steal railroads;" but the old Westminster has the answer clear and strong: "Man's chief end is to glorify God and to enjoy Him forever." Then came the great question, "What is God?" "God is a Spirit, infinite, eternal, and unchangeable, in His being, wisdom, power, holiness, justice, goodness, and truth." Is it well to put the Lord's Prayer and the Ten Commandments and things like these into the mind of the child, so committed to memory that they may be repeated almost without thought? Yes, ten thousand times yes, in the hope, the sure hope, we might almost say, of the time in more mature life when they may be discussed, and pondered, and wondered at, and thought over—influencing life and destiny. They go deep and stay always.

## ABOUT PORTO RICO.

As everybody is interested in our new possessions, we give an extract from an article in the Philadelphia Press about Porto Rico.

### HOW THE PORTO RICANS LIVE.

It seems strange to Americans to have the parlors and receptions rooms on the second floor. This is the custom in most of the towns of Porto Rico. The rich people of San Juan all live in the second stories of their houses, the lower floors being given up to the poor. Out in the country the houses of the richest farmers have storehouses, granaries or stables beneath them, and you have to go up long steps to get to the front door.

The average country house has no glass in its windows, but only shutters, which open and close. It is built with a large living room in the center and bed-rooms opening into this on each side. There is often a wing containing a kitchen with a water-closet adjoining it. Bathrooms are almost unknown, and the sanitary conditions of even the best houses are bad.

The furniture is commonly of bent wood, the chairs being arranged stiffly about a table. There is often a wicker sofa and some rocking chairs, but no attempts are made at ornamentation in the way of cozy nooks or of wall decoration.

The bedrooms are fitted out with iron beds covered either with canvas or with wire springs, upon which thin comforts are spread for mattresses. The mattresses are usually not long enough to allow your whole body to lie on them without touching the wires. In my hotel here in San Juan the springs either scratch the flesh of my heels or, if I protect my heels, my shoulders have to suffer by the sharp wires between the mattress and the pillow.

### WOMEN'S WORK AND WAGES.

Speaking of the poorer woman, there is little chance here for a girl to make her own living. Outside of school training or acting as governesses there are no openings whatever. Women are not employed in the stores. Porto Rico has not up to this date a female typewriter, and the work in post-offices and telegraph offices is done by men. I see some women in the dressmaking shops. The most of them use hand sewing machines, and I am told that they sew beautifully with the needle.

The wages are such, however, that the American dress-maker could not live upon them. Sewing women who come into the house and sew all day from 7 in the morning until 6 at night are paid 15 cents a day, including their breakfast and dinner. You can get a fine dress made for \$2.40, and a lady's linen night dress, including the material, tucked at the yoke and trimmed with lace and insertion, with buttons as desired, costs only 45 cents. This represents more than one day's work.

Linen is very cheap here, and the American women who visit Porto Rico fit themselves out with linen underclothes, getting them for about one-third the prices they pay at home.

All kinds of servants are very cheap, especially women servants. Maids get from \$3 to \$3.60 a month, and for this sum they will do anything. They are willing to work, and



never strike. Some of them are white and some colored. Not a few come from the neighboring island of St. Thomas. Some speak a little English, and all, as a rule, are clean and nice looking. Ordinary servant girls get from 6 to 7 pesos a month, or from \$3.60 to \$4.20. You can hire a first-class cook for from \$6 to \$7 a month, and such a cook will do the marketing.

#### WASHING AND WASHERWOMEN.

The cook, however, will not wash and iron. This, as a rule, is done by professional washerwomen, who carry the clothes to the streams and wash them in cold water. There is no such thing as a clothes line on the island, and nothing like an American washboard or washtub.

The clothes are dried on the grass or hung on cactus bushes or wire fences. They are sprinkled while drying, and usually come back beautifully white.

The Porto Rican washtub is a box made of pine, about a yard long, half a yard wide and about six inches deep. It has sloping sides, and the woman puts the clothes in it, dips it in the water and rubs them between her hands with soap. Sometimes she tilts the tub against a stone, so that half of it is in the water, and then, kneeling beside it on the edge of the stream, she rubs and scrubs to wash out the dirt.

#### A SUGGESTION.

Since children delight in rhyme, and certain periods of a child's life are full of imagination, why not for variety sometimes encourage them to express their thoughts in verse? I have been surprised to find children who could do so with as great ease as they could write prose. The following poems were composed by a girl of eleven years:

#### NOVEMBER VIOLET.

BY MABEL.

Dark are November's skies,  
Leafless the trees;  
Sad winds now moan where once  
Stirred summer breeze.

Thin are the garments worn  
By a small child;  
Hither and thither tossed  
By winds so wild.

Turning a corner now,  
Breathless she stands;  
In sweet surprise are raised  
Two tiny hands.

Growing there all alone,  
Fragrant and wild,  
One tiny floweret stood,  
Smiled at the child.

And in a broken cup,  
Bravely it stood;  
Glad e'en a violet  
Could do some good.

So, e'en the lowliest,  
If they but try,  
May cheer the wanderer  
Who passeth by.

Soothing the aching heart,  
Lonely lives bless;  
Leading some weary one  
To happiness.

#### THEIR VALENTINE.

BY MABEL.

Valentine day had come at last;  
And a sweet baby face  
Had come at early peep of dawn  
To bless and cheer the place.

Said Jennie, in a tearful voice,  
With many a pout and whine,  
"It is a shame that I have got  
Not e'en one valentine;

While sister Sue a dozen has.  
And see! There at the door  
The postman stands, and hands to her  
About a dozen more."

Then said her little sister May,  
"I would not cry and whine;  
For we both have a lovely one,  
Baby's our valentine."

Self-reverence, self-knowledge, self-control; these three things alone lead life to sovereign power.—Tennyson.

What we do not understand we do not possess.—Goethe.

If it is not right, do not do it; if it is not true, do not say it.—Marcus Aurelius.

False culture is like veneering, but true culture is like polish; and polish requires patient, persistent labor, not without skill and never lacking the oil of kindness.—Hattie Louise Jerome.

Fear to do base, unworthy things is valor;  
If they be done to us, to suffer them  
Is valor, too.

—Ben Johnson.

Build up heroic lives, and all  
Be like a sheathen sabre,  
Ready to flash out at God's call  
A chivalry of labor!  
Triumph and toil are twins, and aye,  
Joy wins the cloud of sorrow,  
And 'tis the martyrdom to-day  
Brings victory to-morrow.

—Gerald Massey.

## THE RURAL SCHOOLS—CENTRALIZATION.

BY J. L. GOODKNIGHT, D. D.,  
Ex-President of West Virginia University.

## Second Paper.

Why have the centralization of rural schools?

The following are not all the reasons which can be given nor are these elaborated as fully as they might be. But enough are given to show that good reasons do exist why our rural schools should become as efficient as the very best schools, providing a popular free education for every boy and girl of their national section.

1st. There is better grading of the schools and more thorough classification of the pupils. This means consolidation of teaching work. The pupils can be placed where they work to the best advantage. The subjects of study can be thus more wisely selected and correlated, while more time can be given to teaching. Each recitation can have something like adequate time assigned to it. A single grade properly classified gives ample time for each recitation and opportunity to give private instruction to individual pupils who need special assistance.

The ungraded school is the school mob; while the properly graded school is an organized educational army successfully engaged in the great industrial work of mental culture. There is no possible expansion of the work of a mob, for it is already merely expansion, but there is every possibility for expanding the work of an organized army of educational workers. Hence the schools at once advance to a higher grade and become every way more efficient. Quality is always of more importance than mere quantity.

2nd. The school periods are lengthened. The large schools need and demand the lengthening of the school year. There is the same need for a long term school in the country as in the town. The peoples of towns and cities lengthen the school year when their schools become large and graded. Graded schools are uniformly of longer terms of weeks than small and ungraded schools. Lengthened terms give more thorough work in teaching the lower grades. First-class undergrade schools force the maintaining of a first-class High School for the advanced pupils. Whatever will add to the time spent in school each year up to a proper limit by the rural population confers a real and a much needed present benefit. The time element is necessary to produce the best results.

3rd. It insures the employment and retention of a better class of teachers. The teachers in small and ungraded schools are usually of limited education and training. They teach for the experience and as a stepping stone to some better thing. Teaching is neither their vocation nor avocation. They teach for the same ulterior purpose. They do not mean, as a rule, to remain in the rural school teaching usness, and those who do so intend, as a rule, are not qualified to teach and can not educate properly. The salaries paid determines the quality. If not the quantity of the teachers. In New York State the city teachers on an average receive double the pay of the rural teachers. This will hold good generally of other States. This at once indicates where the best teaching talent in the nation is to be found.

It will stand without successful refutation that the graded schools have a more competent corps of teachers than are to be found in the single ungraded schools. The larger the better the grading. The better the grading the better the organization. The better the organization the better the teachers and the teaching. The better the teachers the better the school—for the best schools are the product of the best teachers.

4th. It gives efficient management and work. The plans and efforts can be concentrated into tangible and uniform results. Efficiency is in itself a reflex educator. No business pays so well as one that is well managed. The management is every thing in order to insure business success. Education properly conducted is a business. It is like all other kinds of business, best carried on when it is the special business of a responsible and competent head. Any business in the hands of every body is the business of nobody. The entire work is subject to supervision and revision. Special work can be carried on. An inspection agent insures always better work and more efficient service. There can not be the proper management unless there is centralized organized management.

5th. It requires better school buildings and better equipment in every particular. A single district school can not afford a full line of reference books, charts, maps, apparatus, chemical laboratory and gynasium. It could not use them if provided by a prodigal district school board. But all these follow naturally a concentration of the school population into single school enterprise. Proper equipment materially aid in making a school first-class, if it can be used when provided. The concentrated large expenditure for school is a wise economy, yet the cost per pupil is very inconsiderable as compared with such an equipment if provided for small and widely separated rural schools. Great economy of school expenditures is secured by the consolidation of many into a single whole. Concentration insures a large saving in money over the separate ungraded district rural school for the same population. The large and well equipped graded school buildings far surpass in every educational facility the little one room rural school house.

6th. There is inspiration in numbers for both the pupils and the teachers. Many heads make light work. Numerical inspiration is only found in graded large schools. Extensive companionship and brood culture comes from such associations. The school is a little world of its own where there is a touch and taste of real life as with the world at large. It makes conditions and gives a fit opportunity for projecting boys and girls into the actual work each must eventually take up in the world struggle for mastery.

Numbers give added stimulus to class work, and begets enthusiasm and a generous rivalry. Few boys or girls enjoy being the twentieth or thirtieth in standing in the various classes. That numbers improve attendance and work upon the part of all, experience attests.

7th. The course of study can be expanded and special studies introduced. It allows a general enrichment in many lines not possible in any ungraded school. The graded school is absolutely necessary in order to secure the proper training necessary for a High School education. Comprehensive gives the necessary breadth necessary to properly lay a foundation for an adequate High School course.

8th. Farmers will remain on their farms. They can educate their children without leaving the rural homes. The children would remain under the country home roof and parental influence.

A large and most important part of our population lives in the country. The peoples of the villages and the farms produce the food, raise the cotton and wool, fell the timber and mine the ores, of our commercial industries. The rural population must always be and remain the bone and sinew of any nation. A purely commercial nation must run its course and finally end in extinction.

Under present conditions many families have been forced from the farm into town or city, to educate the children of the family. In many ways this is always unfortunate for the parents. It brings a change to the whole previous life of parents, and breaks up the associations and habits of former life, and worst of all, takes them permanently from the farm homes. The farm homes should be permanent institutions and as desirable a place to live and die as in the town or city; more so for the farmers. Yet no one single cause now operates more effectively to remove the farmers from the country to the town than the superior educational advantages of the towns.

The wise thing to do is to frame such a scheme of popular education as will retain the farmers on their farms. The rural parents should be rendered content in school matters at least. Hence there must be a system of schools which will afford their children an equal opportunity for a thorough free school education at home as is true of those who live in towns and cities. This is an attainable end, and can easily be secured if there is a proper school system for the rural population as a unit. The whole rural population should have a fair chance to become enlightened and prosperous, for true intellectual happiness and material prosperity are the result of educated intelligence and trained selfhood.

9. The country boys and girls will remain at the farm homes. There is no place equal to the farm homes and no occupation superior to the farm life for the development of an ideal manhood and womanhood; no place is better suited to the needs and tastes of country boys and girls than the farm home. There is the place to keep them. Yet there is a landslide of farmer boys and girls to towns and cities. This has its initial beginning in the idea that the farm home is a good place to be born, provided one leaves it for good as soon as he is through the country school.

We need skilled and intelligent labor in the fields as well as in the shops. The intelligent and scientific management of farms is needed as well as that of manufacturing plants and commercial houses. It requires as high an order of mind, and as well trained intelligence—as refined a quality of both—to manage successfully a farm as to conduct a law office, run a theological pastoral study or drive the pill-making dispensary of the doctor. There is need of economy of effort, concentration of forces, adaptation of inventions, the discovery of new mechanical farm devices and the application of the best processes on the farm, if these elements of success are in demand anywhere.

The whole rural population deserve the same culture and refinement as the towns and cities. Music, paintings, books, cultured surroundings in the home, all the refined and esthetic modes of life, are as fitting and happiness enhancing on the farms as in the towns and cities. The more highly educated and refined the rural population is, the more capable and the better qualified will it be for taking every advantage of improved machinery, economy of time, utilizing all labor in producing and disposing of raw materials to the best account. Opportunities will be multiplied many fold to devote to the cultivation of useful arts and refinement of esthetics and ethics, the culmination of our Christian civilization. The educated will attain more easily the same results as now and produce even better results in much less time and with less tiresome and disgusting drudgery. The farmers will live more comfortably and happily with less expenditure of muscle and vexation of soul. But these can be and will only when there is inaugurated some efficient method by which the brightest farmer boys remain to become the farmer men. If the boys remain on the farm, the problem is easily solved, so far as the brightest girls are concerned in this farm educational problem.

10. There can be high schools for the rural population, the equals of other such like schools. The high school is an indispensable part of any adequate system of free popular education. High schools are the legitimate outcome of large, well-graded intermediate schools. Such graded schools demand and command good high schools as an inevitable result of a well organized system of education. The high school brought to the door of every farmer boy and girl means a revolution in rural education. Many more of them will be induced to take the full course of educational training; this will result in a more cultured citizenship. The more inducements which can be placed before these boys and girls, while they can remain at home at the same time, the more likely will they avail themselves of them, and having done so, will remain on the farms. It is the great disparity between country and town in educational and social advantages, as much as any one thing, that carries the rural population to towns. This alone induces many to abandon farm life and occupation.

11. It will afford an opportunity to provide manual training schools, so much needed by the farm boys. This line of education would become to them a primary professional training in the mechanical arts and sciences, so much required of farm mechanics. The increasing of mechanical contrivances and complex machinery in farm work already demands that the master farmer shall be a master mechanic of the whole domain of ingenious mechanical craft. On every properly equipped farm there should be a jack-of-all-trades-work-shop for making many of the simple farm contrivances and mending a large per cent of implements used by the up-to-date farmers. Every farm should have its handcraftsman in the person of the man at the head. Such the farmer boys can become when rural education includes proper manual training as a required part of education. There is plenty of time on rainy



days and in the long winter months for putting things in order and so keep them. The farmers will have a larger cash balance at the end of a "year's round-up" when they have the skill and the facilities for doing much which is now done for them at the expense of precious time and money.

12. The rural schools are of special importance and none of more importance.

The greater school population of the nation is in the country. In Texas four-fifths of the school population is in the country. In New York State seventy-four per cent of the country population attend the free schools and only forty-nine per cent of city population attend school. In Minnesota two-thirds of the school population is in the country. In Ohio, the state of large towns, small towns and cities, a majority of the school population is in the country; about fifty-two per cent in the country and forty-eight per cent in the towns.

This is a government of the people. It is the country where majorities are of more consequence than aristocratic minorities. The very best school advantages should be given to the greatest numbers, no matter where these are found. Majorities must determine the rules and the rulers for our government in municipal, state and national legislation and the management of all governmental affairs.

The country is the great reservoir from which the cities draw very much of their best mercantile manhood and womanhood. A flood stream of young men and women flowing into the cities from the country needs every possible agency to render these young people intellectually capable and morally reliable before they are put to the crucial test by the many and varied city influences.

This nation must be kept pure in its intellectual blood and moral nerves. The health virus for this will come from the great mass of the rural population. Pure manhood and womanhood of the highest physical, intellectual and moral type is a necessary product of the country. There is no price too dear in order to secure an assured tranquil national existence. The supreme question which confronts our nation in these times of commercial craze and gigantic business enterprises is a national prosperity found on and built of a national intelligence and moral elevation of all the people. Such a civilization should be the evolution of our rural population. For nations composed of and concentrated in cities alone have soon run their course and perished from off the face of the earth. We do not want history to repeat itself in us simply because we have failed to give the very best advantages equally to city and rural populations in all that pertains to culture.

13. Finally and conclusively, every argument, every reason, every necessity and every other consideration which can be given for the concentration of all the school population of a town or city into graded schools, or systems of intermediate graded schools, culminating in high schools, holds equally good and valid why the rural school population should be alike congregated and aggregated into graded schools. It is just as necessary in the country as in the towns in order to produce the best results from an educa-

tional standpoint. There is no reason why the rurals should not have and maintain as good schools in every particular as in the towns. The very best school advantages and facilities for education are none too good for the rurals. Whatever is educationally needed to secure the best educational results in towns and cities is equally needed and essential to secure the same good results in the country. Centralization is an indispensable element.

## II. HOW HAVE THE CENTRALIZATION OF RURAL SCHOOLS?

Such an ideal can be realized. It is not an iridescent dream. What has been achieved and is being wrought out can be accomplished.

There is no such thing in the German Empire as an isolated little ungraded school. The concentration of the rural school population into a single graded school for a whole township has been successfully accomplished in the United States. The effort has proven successful wherever it has been made, whether under favorable or unfavorable circumstances and conditions. Those who have adopted the concentration policy for their rural population would not again adopt the single ungraded district school system for any educational or financial considerations.

1. Where it has been successfully inaugurated. In fact, it has proven a success wherever it has been adopted. There are townships in the western reserve of Ohio where it is an eminent success. This method has worked well in New Jersey, Massachusetts, Rhode Island and has spread to every New England state.

2. The rural schools of each township or a specific territory should be concentrated into a single school. This is necessary to be able to give a thoroughly organized primary and graded intermediate school. Condense the many single schools into a single graded school. Locate the building for this central school the easiest accessible to the whole school population.

3. Transport all the children living at a greater distance than a mile and a half. Employ special hacks for this purpose. These hacks can take up and return the children along the highways. This transportation is no obstacle. The pupils can be gotten to and from a single central school in a more comfortable condition in all kinds of weather than they now attend the single district schools. There is less danger by far to health in times of rain, snow and cold. This is true whether the roads be good or bad.

4. What of the expense for transportation? The expense is the alchemist stone of every new movement where the people must furnish the funds. The concentrated schools in New Jersey and Massachusetts have been in sections where there are dirt roads, and mud in wet weather, yet it has proven a financial saving and every way beneficial and satisfactory. Eight townships of fifteen in Barnstable County and thirty-six townships out of fifty-four in Middlesex County, Rhode Island, transported their rural school children in 1892 and 1893, at an aggregate cost of \$21,189.21, or less than \$500 to each township.

Practical and actual experience shows that the whole

expenses, including transportation of pupils, is no greater, and in many cases less, than under a system of isolated single district schools.

A township in Portage County, Ohio, has the following system of transportation: The schoolhouse is centrally located in the township. With a mile radius and the schoolhouse as the center a circle is drawn. All scholars who live within this circle attend school at their own expense. A second circle is drawn, with a mile and three-fourths' radius. All scholars who live in the belt between the two circles receive one dollar each per month to pay for their transportation. All scholars who live outside the second circle receive three dollars each per month for their transportation. Each school family provides its own transportation in its own way. Transportation on this basis costs the township less than half when hiring vehicles. It has proven in every way more satisfactory to the school board and the patrons of the school. It eliminates friction and makes each family responsible for school attendance. Under centralization and this system of transportation the township attendance rose from sixty-five attendance on eight schools to ninety-five attendance on the single central school. The township has one of the best high schools of the state. After paying for new the central building, in the fifth year there was an actual saving to the township of more than seven hundred and fifty dollars. For the present year there was a saving of a thousand dollars over what was expended when single ungraded schools of only eight grades, and this when they now pay the superintendent \$800 and each teacher \$50 per month, and high school assistant \$65 per month, and run a kindergarten extra. But grant that a centralized graded rural school will cost more than the single ungraded schools for the same territory, yet the great gain of improved schools and a more thorough advanced education will more than compensate for the extra expense. If towns and cities can afford to tax themselves to sustain intermediate graded schools and high schools attached, no less than can and ought the rural population to do the same. It does not cost more. With a centralized rural school population there can be sustained an eight grade and high school for what townships are now expending upon the many isolated eight-grade schools. A high school education can be afforded at the same cost as now paid for only eight-grade education. The rural population are entitled to receive the very most and best benefits for their money expended. In no single way can they secure this in education other than by the centralization of the single ungraded schools.

### OPENING EXERCISES.

These may be made of great educational value. They sometimes have not been, but in many schools more attention of late is being given to their preparation.

#### THE WORST PLAN.

1. Read a long chapter from the Bible.
2. Sing a hymn selected from a church hymn book.
3. Prayer, comprehensive, churchly, and formal.

#### A BETTER PLAN.

1. Read a short selected portion of Scripture.
2. Sing a lively, devotional hymn, familiar to most of the pupils.
3. A short prayer.

#### A STILL BETTER PLAN.

1. Sing one stanza of a familiar hymn.
2. Repeat in concert a short psalm, or a few verses from the New Testament, previously memorized.
3. Read a very short selection from the Bible.
4. Repeat the Lord's Prayer, all heads bowed.
5. Sing a secular piece.

#### SEVERAL EXCELLENT PLANS.

##### I.

1. Sing a short familiar piece.
2. Read a psalm, or New Testament selection, in concert, teacher reading first verse, the pupils the next, and so on. The place where the selection can be found should be posted up where all can easily see it.
3. Lord's Prayer chanted or repeated in concert.
4. Singing for five minutes.
5. Impromptu recitations, short and pithy.
6. Notices.

##### II.

1. A few verses from the Bible recited by each of ten pupils previously appointed.
2. A devotional hymn.
3. The Lord's Prayer in concert.
4. A secular piece of music.
5. An essay read, and a declamation given by pupils who had two weeks' notice of their appointment.

##### III.

1. Encouraging words from three pupils, from the Bible.
  2. Warning words from the same number of other pupils.
  3. Good words from three others.
- These three exercises must be brief, and must have been previously submitted to the teacher.
4. Singing two verses.
  5. The Lord's Prayer.
  6. Singing five minutes.

##### IV.

1. A good lively, instructive story told by the teacher.
2. Two good stories told by two pupils. These must have been previously submitted to the teacher.
3. Singing the doxology.
4. The Lord's Prayer.
5. Concert reading of the Bible as suggested above.
6. Singing a few minutes.

#### SUGGESTIONS.

1. These opening exercise plans are not intended for primary classes. Special programs should be carefully prepared for them. This will make a separate article in the future.
2. Do not scold, and find fault, or bring up cases of discipline during the opening exercises, or at the beginning of the day. Let everything be cheerful, inspiring, loving, helpful, and educative.
3. Draw pupils early to school by means of opening exercises. Make them anxious to be on hand early.
4. Some method of roll call should be used that does not distract the attention of the school from the thoughts suggested during the opening exercises. "How to call the roll" demands special study. It is an art to find out the absent ones, and tardy ones, without much notice by the school.—Teachers' Institute.

## EDUCATIONAL NOTES.

BY D. M. HARRIS, Ph. D.

### UNIVERSITY EXTENSION WORK.

Never in the history of the world has there been so much interest in the subject of popular education as there is today. Our best monthly magazines of the most serious type have during the past few months abounded in articles on various phases of education. The Forum, the North American Review, the Atlantic, the Century and others of the same grade are publishing educational articles from men of the largest experience and the greatest ability. These great journals of culture are leaders in one of the most notable movements in history. But they have also recognized a demand on the part of the people for a great deal of educational matter. The university extension movement has given an immense impetus to the cause of education. The desire to reach the masses of the people with the benefits and blessings of college education has become almost a passion. In England the aristocratic, the merchants, the men of wealth, university professors, ministers of the gospel, lawyers, doctors and public school teachers have joined hands in bearing to the masses the blessings of education. They are not content to leave young men and women who have been taught in the public schools to fall back and join the ranks of the idle and the vicious. Graduates of Oxford and Cambridge and men and women of the highest literary culture have undertaken the humblest and least attractive work. In our own country a similar movement is supported by men and women of the highest culture and of the greatest wealth. Never before have so many people of means and of learning consecrated their possessions and their talents to the service of the people. Never before have the colleges and universities recognized their obligations to the multitudes. Our learned professors and college presidents hold themselves ready to aid the work. This movement is doing a great deal to harmonize all classes of society and to extend the privileges and advantages of university education to the millions that toil. The movement provides night classes for adults in technical and professional instruction and furnishes intellectual and esthetical teaching for all. The movement is ethical as well as intellectual, and aims to set before the people the beauty and superiority of the moral life. The instruction of the masses in mental sciences without at the same time enforcing the moral and social obligations of life is a doubtful experiment. Anarchy and crime are rife in those communities where intellectual culture has been promoted without reference to the moral life. France furnishes a striking example of loss of power by disregarding the spiritual side of man's nature. The people are crazy with fear. They are morally obtuse and imagine that the grossest injustice can be committed without doing injury to the nation. If we in America would educate our people we must not fail to teach them that morality is greater than intellectuality.

### CHILDREN'S READING.

In this age when everybody can have books galore the greatest peril lies in too much reading. Children's books of the most fascinating type flood the counters of booksellers, and the great mass of the people untrained in book lore are incapable of selecting suitable books for their children. Besides the superabundance of books, there is a still greater amount of periodical literature. The Chicago Dial recently published a very suggestive and helpful article on "The Problem of Children's Books," from the pen of Mr. W. T. Field. We reprint the following extract with our hearty commendation:

"It is one of the most significant facts of modern life that a surfeit of periodical literature, both juvenile and adult, is operating against the reading of books and the formation of libraries. The magazine has its place, but it has its limitations; and we should lead our children to understand that, after all, the vital and permanent literature is that preserved for them in good books. Let every child have his little book-case in the nursery—or, better yet, a shelf in the library which he may call his own. Let him be encouraged to read good books and to care for them. He will then come to feel the friendship with them which is the greatest joy of literary life. A good book presented to a child on each succeeding birthday—a book chosen wisely with respect to the child's tastes and abilities, but of sterling worth—will soon put him in possession of a library which will be a lasting source of strength and satisfaction. It is a mistake to think that the child must be continually fed with fresh reading matter—that a book once read is finished. Indeed, the strong intellects of the last century are those which have been nourished in childhood upon a few good books—read and reread until the thought and style became a part of the reader's permanent possession. Nor does a child lose interest in a good book after a single reading. What boy ever tired of 'Gulliver's Travels'?"

The close connection between the character of a book and the character of the reader is one of the commonest of observations. The companionship one chooses in life is a strong index of character, and the same thing is true in regard to choice of books. The boy who reads Jack, the Giant Killer, is only too apt to turn out to be a restless rover or a cruel monster in society. Taste gravitates downward very rapidly. The sensational stories found on every news stand are the breeders of vice and crime. Two young men recently murdered an industrious, sober youth in Chicago, and when they were arrested a bloody dagger and a blood-curdling novel were found in their valise. But the most dangerous species of literature is not always the coarse and vile book, but the sensational trash that pictures vice in glowing but false colors. An immoral book clothed in respectable language is worse than an outrageous yellowback story. Just as the sleek villain is more to be dreaded in the home than a coarse and vulgar brute, so a specious book with a deadly poison concealed is more to be shunned than a flagrant specimen of yellow trash. Again we quote Mr. Field with hearty approval:

"Such books as those of Kingsley, Church and Jane Andrews, Lamb's 'Tales from Shakespeare' and 'Adventures



of *Ulysses*, the fairy tales of Andersen and Grimm, *Aesop's Fables*, *Robinson Crusoe*, and the *Swiss Family Robinson*, *Pilgrim's Progress*, *Franklin's Autobiography*, *Tom Brown at Rugby*, and the stories of Scott and Dickens—all these are genuine classics, and they never grow old. Then there is a multitude of new books written for children by men and women who love and understand the needs of child-life. Never was there a wider range of selection, and never a time when the (non) possession of children's libraries was so inexcusable."

Rereading great books is to be commended to adults as well as to children. Whoever has acquired a taste for great books can never be induced to read poor ones. The best drives out the poorest. There is never any room for impure books where the love of goodness has gained a place. Reading for culture and reading for information are so closely blended that it is difficult to do the one without the other. The disappearance of the sentimental, goody-goody style of books makes it unnecessary to cast a flogging at the Sunday-school library. The teacher has more to do with children's reading than most teachers are aware. It is a high, a royal privilege to be consulted about a child's reading, and it is one that should never be abused.

### THE USE OF WORDS.

It is said that our newest dictionaries define no less than 300,000 words, and yet the great majority even of intelligent people make use of but a small number of these. It is a fact, we think, not generally considered that almost everybody understands very many more words than he uses. It is easy to test one's knowledge of words by getting one to define words in a dictionary. There is no scientific way of discovering just how many words any person uses in ordinary conversation. It is quite an easy matter to ascertain the number employed by a writer. The largest number of words ever used by any one writer is only 15,000. The many-sided Shakespeare is as much ahead of the rest of mankind in the use of words as he is in the beauty, force and grandeur of his style. John Milton follows at an immense distance with only eight thousand words. If the greatest writers command so few words, what must be the actual number at the tongue's end of the unlettered swain? Those who have given most attention to the subject assert that even well educated men and women confine themselves to a very limited number of words. Professor Max Mueller assures us that "a well educated person who has been at a public school in England and at an English university, who reads his Bible and his Shakespeare and all the books in Mudie's library—that is, nineteen-twentieths of all the books published in England, seldom uses more than three or four thousand words in conversation."

If this be true, it is not because men of liberal education do not know more words, but because they do not try to enrich their conversation by choosing a greater variety of words. It is a pity that we stint ourselves so when we have within our own knowledge a vast multitude of words which we seldom if ever call into service. People make a very few words and phrases do duty for everything. Just

think how heavy a load our word "awful" has to carry. It is almost amazing to hear people of good taste and good culture saying "awful good," "awful mean," "awful pretty," "awful ugly," "awful short," "awful long," "awful." This is only a sample of what is heard even among popular school teachers. What must be the grade of culture among the pupils of such teachers? Why should people be such paupers in language when they are heirs to the richest, most varied and most lavish supplies of words enjoyed by any people in the world? The language of conversation is or ought always to be idiomatic English. If we confine ourselves entirely to the simplest words of the language we shall find an embarrassment of riches. There is no need of rhetorical flourish to have variety, grace and dignity of speech. Just a little care, attention and observation will improve the language of any one. If people would only seek variety it would come without resort to dictionary, grammar or rhetoric. Nothing excellent, however, can be acquired without labor and care. The right use of words is no exception to the rule.

### SECONDARY EDUCATION.

The leading article in the *Atlantic Monthly* for October is from the pen of President Charles W. Eliot, of Harvard University. It is one of the most optimistic signs of the times that we have seen in a decade. It shows that secondary and collegiate training are along converging lines. When the public school system first took up secondary educational work the aims and methods of these schools were so widely separated from the aims and methods of the colleges and universities that time spent in them was as good as wasted. The public high school set up a standard of education and culture that professed to prepare pupils for life, while it was left to the colleges and universities to prepare for culture. After about a half century of experimenting it has been discovered that what prepares a student for culture also prepares him for life. Upon this point President Eliot says: "The former conception was that different kinds of education were needed for the high school graduate who was going into some sort of industrial or commercial occupation at eighteen, and for the boy who was destined for college or scientific school at eighteen. Inasmuch as the first boy's education was to be much shorter than the second's, it must be also more discursive and superficial, and must inform him slightly about a much greater variety of subjects. The college boy could wait to learn in college something about natural history, or physics, or political economy, or civil government; but the less fortunate boy, whose education was to cease at eighteen, must get glimpses of all these subjects before he left the high school. A consensus of opinion, arrived at from two different sides, is gradually modifying profoundly these views. From the side of the high school graduate, it is contended that whatever subjects are fit to make a young man ready to pursue with intelligence and vigor some of the higher studies of a college or scientific school ought also to prepare him to grasp with rapidity the details of any business or mechanical occupation to which he may be compelled to resort at eighteen, and to enable him to prosecute that business with ability and alertness.

In either career, after the age of eighteen, what the youth most needs is a trained capacity to observe, to reason and to maintain an alert attention. In either career a firm mental grip is the first element of success. Whatever studies will impart this power will answer the main purpose in either case." President Eliot is recognized as one of the greatest of modern educators. His opinion on any educational question is respected everywhere. The readjustment of secondary and collegiate courses of study so as to save time and labor is very largely due to the influence of Harvard College. Whenever the public schools and the colleges are so articulated that high school pupils can enter college or turn to business, the cause of education will take a long step forward in the United States. It is a great waste of time and money to have to endow secondary schools if the public schools can be made to do the work. Experience has proved that the high school can not supplant the college. The cause of superior education is best promoted in the college, for which the secondary school should prepare pupils. The attempt in former times to give high school pupils a great deal of information on a great variety of subjects did not bear satisfactory results and in the best high schools of the country is being abandoned. On the other hand, the colleges have so enlarged and readjusted their courses of study that the graduate of the high school can easily find work for which he is prepared in the college.

#### READING ENGLISH CLASSICS IN SCHOOL.

The old way of studying English literature by reading about authors instead of reading them has happily passed away. The Handbook of English Literature that gave a brief biographical sketch of a famous writer and a few short extracts from his works did very well in teaching biography in outline, but gave the pupil only the faintest conception of literature. But the new method is not without its serious disadvantages. Reading authors instead of reading about them does very well for people who have time, means and ability to carry out such a plan, but for the untutored youth it is of limited value. One of the greatest defects in the new method is the attempt to cover too much ground. In the brief time allotted to the study of literature it is next to impossible to do more than start the pupil on the right track and to implant a love and a taste for good reading. Crowded as the grammar and high school courses are, it is not possible to give an extended knowledge of English literature. The great majority of pupils are incapable of appreciating the best writers. It is only the select few who can read Chaucer, Spencer, Shakespeare, Milton, Tennyson and Browning with profit. If a class reads during its school course one or two masterpieces of each of a dozen authors it has accomplished a great work. Mastering the entire prose works of Macaulay or Scott or Irving or any other great writer is beyond the range of possibility. It should be borne in mind that one pupil can read for another. Many plans have been proposed, but nobody has yet devised any scheme whereby school boys and girls can do more than get a very superficial knowledge of more than a dozen authors during the time allotted for the study of English literature. Our con-

tention is that it is infinitely better to give pupils a thorough knowledge of a few writers and implant a love of good books than to attempt to familiarize them with a great number of writers and a still greater number of books. The actual reading attempted should be limited to less than a score of authors. No teacher of Greek or Latin or German or French attempts to spread over so much territory as teachers of English do. The reason is not far to seek. Our English literature is so abundant, and both teachers and pupils know something of so many writers that the temptation to overdo is too strong to be resisted. It should be remembered that reading English classics is, or should be, a lifetime work. To give the pupil the right start should be the chief aim of the teacher. It is a pity to begin a life work by adopting a shallow scheme. It is much better to be well grounded in twenty books than to know a thousand superficially.

#### PURPOSE OF THE RECITATION.

The following by the Hon. W. T. Harris gives in a very concise form the real purpose of the recitation. The teacher may well ponder these words:

1. To draw out each pupil's view on the subject.
2. To test the crudeness or thoroughness of grasp of the subject.
3. To correct his ideas by the greater comprehensiveness of others of his class.
4. To arouse and stimulate a new method of study on next lesson.
5. To cultivate the closest habits of attention.
6. To bring into full play the power of numbers engaged upon the same thought.
7. To supplement by stronger force what the pupils give.
8. To bring into play the teacher's highest powers.
9. To arouse self-activity, power of independent research, acute, critical insight, to be obtained only by contact with one's fellows striving toward the same goal.
10. To initiate the student into the great secrets of combination with his fellows.
11. To help the struggling boy or girl to ascend above his idiosyncrasy and achieve the universal forms.
12. To learn to suppress the merely subjective, and how to square his views to what is objective and universal.

No man is born into the world whose work  
Is not born with him; there is always work  
And tools to work withal for those who will;  
And blessed are the horny hands of toil!  
The busy world shoves angrily aside  
The man who stands with arms akimbo set,  
Until occasion tells him what to do,  
And he who waits to have his task marked out  
Shall die and leave his errand unfulfilled.

—J. R. Lowell.

All one's life is music, if one touch the notes right and in time.—Ruskin.

Habits are soon assumed, but when we strive  
To strip them off, 'tis being flayed alive.

—Cowper.

## Memorial Days.

### FOR FRIDAY AFTERNOON.

#### 1. Teacher:

The destruction of our song birds is attracting very general attention, and the protests against it, which are being made in all parts of the country, give the hope that the slaughter has at least reached its height, and that soon birds will be fully protected, not only by law, but by public sentiment.

Birds are killed for sport, for natural history specimens, and for personal decoration.

It is reported that one London dealer received in one lot 32,000 dead humming-birds, that another received at one time 30,000 aquatic birds and 300,000 pairs of wings, while it is estimated that 5,000,000 birds are sacrificed each year in the United States to meet the demands of the present fashion of wearing birds on hats.

#### 2. Boys in chorus:

Think what a price to pay,  
Faces so bright and gay,  
Just for a hat!

Flowers unvisited, mornings unsung,—  
Sea-ranges bare of the wings that o'erswung,—  
Bared just for that!

#### 3. Girls in chorus:

Think of the others, too,  
Others and mothers, too,  
Bright-Eyes in hat!



Hear you no mother-groan, floating in the air,  
Hear you no little moan,—birdlings' despair,—  
Somewhere, for that?

#### 4. Boys:

Caught 'mid some mother-work,  
Torn by a hunter Turk,  
Just for your hat!

Plenty of mother-heart yet in the world:  
All the more wings to tear, carefully twirled!  
Women want that?

#### 5. Girls:

Oh, but the shame of it,  
Oh, but the blame of it,—  
Price of a hat!

Just for a jauntiness brightening the street!  
This is your halo, O faces so sweet,—  
Death: and for that.

#### 6. Pupil:

Birds in general are the friends of man, and it is doubtful whether a single species can be named which is not more beneficial than harmful. Most of the small birds live largely upon insects, while even hawks and owls prey upon field-mice, grasshoppers, insects and other vermin, and molest the farmer's poultry only exceptionally.

#### 7. Pupil: Longfellow says—

Think of your woods and orchards without birds!  
Of empty nests that cling to boughs and beams  
As in an idiot's brain remembered words  
Hang empty 'mid the cobwebs of his dreams!  
Will bleat of flocks or bellowing of herds  
Make up for the lost music, when your teams  
Drag home the stingy harvest, and no more  
The feathered gleaners follow to your door?

#### 8. Pupil: He adds—

You call them thieves and pillagers; but know,  
They are the winged wardens of your farms,  
Who from the cornfields drive the insidious foe,  
And from your harvest keep a hundred harms.  
Even the blackest of them all, the crow,  
Renders good service as your man-at-arms,  
Crushing the beetle in his coat-of-mail,  
And crying havoc on the slung and snail.

#### 9. Girl:

Much of the work of destroying birds is done by boys who in wicked sport kill them, or who, by collecting eggs and nests, prevent their increase in the neighborhood. They certainly lack the sensibility of Cowper, who said: "I would not enter on my list of friends the man who needlessly sets foot upon a worm."

#### 10. Pupil:

Think of how the young birds,  
Whose mothers killed in seeking of the prey,  
Cry in their nests, and think her long away,  
And at each leaf that flies, each blast of wind,  
Gape for the food which they must never find.

—Dryden.

#### 11. Teacher:

A recent writer says that "a garden without flowers, childhood without laughter, an orchard without blossoms, a sky without color, and roses without perfume, are the analogues of a country without song-birds," tell us what



some of the poets say of the beauty and attraction of birds.

12. Three pupils:

There's a merry brown thrush sitting up in a tree;  
He's singing to me! he's singing to me!

And what does he say, little girl, little boy?

"Oh, the world's running over with joy!" sings he.

"Don't you hear? Don't you see?"

Hush! look in my tree,

I'm as happy as happy can be!"

And the brown thrush keeps singing: "A nest do you see,

"And five eggs hid by me in the juniper tree?

Don't meddle, don't touch; little girl, little boy,

Or the world will lose some of its joy;

Now I'm glad; now I'm free!

And I always shall be,

If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,

To you and to me; to you and to me;

And he sings all the day, little girl, little boy,

"Oh, the world's running over with joy!"

But long it won't be,

Don't you know? Don't you see?

Unless we're as good as good can be."—Lucy Larcom.

13. Pupil:



Hark, how the cheerful birds do chant their lays,  
And carol of love's praise.

The merry lark her matins sings aloft;

The thrush replies; the mavis descant plays;

The ousel shrills; the redbreast warbles soft;

So goodly all agree, with sweet consent,

To this day's merriment.

14. Pupil:

The little bird sits at his door in the sun,

Attilt like a blossom among the leaves,

And lets his illumined being o'errun

With the deluge of summer it receives;

His mate feels the eggs beneath her wings,

And the heart in her dumb breast flutters and sings;

—Spenser.

He sings to the wide world, and she to her nest—

In the nice ear of Nature which song is the best?

—Lowell.

15. Pupil:

Hark! hark to the robin! its magical call

Awakens the flowerets that slept in the dells;

The snow-drop, the primrose, the hyacinth, all

Attune at the summons their silvery bells.

Hush! ting-a-ring-ting! don't you hear how they sing?

They are pealing a fairy-like welcome to spring.

16. Pupil:

The love-thrilling wood-birds are wild with delight;

Like arrows loud whistling the swallows flit by;

The rapturous lark, as he soars out of sight,

Sends a flood of rich melody down from the sky.

In the air that they quaff, all the feathery throng

Taste the spirit of Spring, that outbursts in a song.

The teacher can easily extend this exercise by selections from Wordsworth's *Ode on Intimations of Immortality*, Shelly's *To the Skylark*, Bryant's *Gladness of Nature*, Thompson's description of the songsters and the domestic birds in *The Seasons*, and a variety of others that may easily be found.

This excellent bird lesson is clipped from one of our Exchanges, but we do not know which one, hence we cannot give proper credit.—Ed.

This journal 12 months costs only FIFTY CENTS.

### MEMORY GEMS.

A lie that is half a truth is ever the blackest of lies.—Tennyson.

A life of pleasure makes even the strongest mind frivolous at last.—Bulwer.

The one prudence in life is concentration; the one evil is dissipation.—Emerson.

The brightest blaze of intelligence is of incalculably less value than the smallest spark of charity.—W. Nevins.

When I find a great deal of gratitude in a poor man I take it for granted there would be as much generosity if he were rich.—Pope.

Games of chance are traps to catch schoolboy novices and gaping country squires, who begin with a guinea and end with a mortgage.—Cumberland.

Features—the great soul's apparent seat.—Bryant.

Life can not subsist in society but by reciprocal concessions.—Johnson.

No one will dare maintain that it is better to do injustice than to bear it.—Aristotle.

Irresolution is a heavy stone rolled up a hill by a weak child, and moved a little up just to fall back again.—W. Rider.

There can be no excess to love, to knowledge, to beauty, when these attributes are considered in the purest sense.—Emerson.



THE BUILDING OF A NATION.

In the following outline

1. Is the date.
2. From whom.
3. How obtained.
4. Price.
5. States formed.
- I. The original thirteen colonies.
- II. The Northwest Territory.
  1. 1787.
  2. From the original colonies.
  3. By cession.
  5. Ohio, Indiana, Illinois, Michigan, part of Minnesota and Wisconsin.
- III. Southwest Territory.
  2. From original thirteen colonies.
  3. By cession.
  5. Mississippi, Tennessee, Kentucky and Alabama.
- IV. Vermont.
  1. 1791.
  2. From New York.
  3. By purchase.
  4. \$30,000.
- V. Louisiana.
  1. 1803.
  2. France.
  3. By purchase.
  4. \$15,000,000.
  5. Louisiana, Missouri, Arkansas, Iowa, part of Minnesota, Kansas and Colorado, Wyoming, Montana, Dakota and Indian Territory.
- VI. Florida.
  1. 1819.
  2. Spain.
  3. By purchase.
  4. \$5,000,000.
  5. Florida.
- VII. Maine.
  1. 1820.
  2. Massachusetts.
  3. By cession.
  5. Maine.
- VIII. Texas.
  1. 1845.
  2. Mexico.
  3. By conquest, purchase and annexation.
  4. \$10,500,000.
  5. Texas.
- IX. Mexican cession.
  1. 1848-1853.
  2. Mexico.
  3. By purchase and conquest.
  4. \$15,000,000.

5. California, Nevada, New Mexico, Arizona, Utah and part of Kansas.

X. Alaska.

1. 1867.
2. Russia.
3. By purchase.
4. \$7,200,000.
5. Alaska Territory.

XI. Hawaii.

1. 1898.
3. By annexation.
5. Hawaii Territory.

XII. Porto Rico.

1. 1898.
2. Spain.
3. Conquest.

XIII. Philippine Islands.

1. 1898.
2. Spain.
3. Conquest and purchase.
4. \$20,000,000.

QUESTIONS.

1. What other territory belongs to the United States?
2. How did we obtain Oregon?
3. From whom were the original thirteen colonies obtained?
4. Did the United States ever sell any territory?
5. What is the meaning of "Fifty-four, forty or fight?"
6. What was meant by a "49er?"
7. What parallel by latitude is now the boundary line between Canada and the United States?
8. A Canadian quarter passes for 25 cents in Buffalo, but is only worth 20 cents in St. Louis. Why is this?
9. What boundary lines are in dispute and under consideration at the present time?
10. Does the sun ever set in the United States?

FOR THE HISTORY CLASS:

Are you acquainted with these people?

1. "The Iron Duke."
2. "The Silent Man of the West."
3. "The Bravest of the Brave."
4. "The Nightmare of Europe."
5. "The Iron Chancellor."
6. "The Swamp-fighter."
7. The Governor who was "thicker than he was long."
8. "The Plumed Knight."
9. The most truthful of juvenile tree-trimmers.
10. The great American historian who was almost blind.
11. The man who said, "Go West, young man."
12. "Light-horse Harry."
13. "The Idol of the Nation."
14. "The statesman killed in a duel."
15. The spiritual leader of the Pilgrims.
16. "The Wizard of Menlo Park."
17. "The Wisest Fool in Europe."
18. "Old Three Stars."
19. "Little Phil."
20. "Fighting Joe."
21. "Ringlets."

22. "Black Dan."
23. "The Little Giant."
24. "Black Jack."
25. "Four-eyed George."

Let every member of the history class try this list. Correct answers will be given next month.

### A BAD SPELL.

All of the words in the accompanying list were misspelled in a recent eighth grade examination. Such a large number of misspelled words would seem to indicate that more attention should be given to the subject of spelling in many of our rural schools. The words are given with the hope that you can use them to good advantage in drill work during the school.

To aid you in making your drills systematic and thorough, I desire to call your attention to the following suggestions:

1. Devote at least one recitation a week to this work.
2. Drill both seventh and eighth grades.
3. Assign words in lists of ten for pupils to syllabify, accentuate and mark diacritically.
4. Let pupils group words according to number of syllables, naming each group.
5. Give careful and thorough drill on all elementary sounds represented in these words.
6. Let pupils discover how words in lists I. and II. are formed, and let them write out their observations. Then have each pupil make lists illustrating same rules.
7. When drillinng on words in lists III. to VIII., related review exercises in the several subjects might also be given.
8. Let pupils discover how many of the rules for the formation of the plural numbbber are illustrated in list IX.
9. Give pupils drill on list X. Be sure pupils understand use of the apostrophe. Let pupils make a list of other proper contractions. Why are words contracted? Teach meaning of term contraction as here used.
10. Give written exercises in which these words are used.
11. Think of other ways in which you can make these lists of words useful in teaching spelling this term.
12. If you have pupils who are poor spellers try to discover where the fault lies and then try to find and apply the proper correction.
13. Teach pupils when in doubt as to the correct spelling or pronunciation of a word, to go to the dictionary.
14. Teach pupils to look carefully through all written work for misspelled words.

#### LIST I.

Changing, using, taking, blockading, escaping, securing, coming, having, facing, freezing, writing, voting.

#### LIST II.

Whipped, stopped, dropped, dragged, grabbed, sinned, occurred, whipping, slapping, dropping, dragging, grabbing, sitting, beginning, letting, planning, referring.

#### LIST III.

Geographical Words.—Italy, Sahara, Russia, Ceylon, Sandwich, Hawaiian, Greece, Norway, Switzerland, Philippines, Cambridge, Madagascar, Thames, Santa Barbara, Sumatra, Portugal, London, Westminster, Africa, Canaries,

America, Cubans, Gettysburg, Quebec, England, New York, Asia, Havana, Massachusetts, Spanish, Texas, Rhode Island, Virginia, Indies, Delaware, British, Australia, glacier, torrid, Fahrenheit, mountains, Chinese, archipelago, peninsula.

#### LIST IV.

Historical and Biographical.—Berkeley, Admiral Cervera, Massasoit, Narragansett, Nathaniel Bacon, Pilgrims, Wolfe, Victoria, emancipation, Civil War, Elizabeth.

#### LIST V.

Grammatical.—Grammar, auxiliary, prepositional, nominative, transitive, syllable, attribute, participial, sentence, whose, complement, possessive, completes, tense, imperative, declarative, predicate, appositive, singular, interrogative, apostrophe, case, explanatory, comma, participle.

Arithmetical Words.—Denominator, area, seventy, plus, interest, square, vertical, parallel, second, thirds, forty, thirteen, number.

#### LIST VII.

Physiological Words.—Abdomen, muscles, delirium, bile, alimentary, nerves, temperature, saliva, salivary, shoulder, lungs, lachrymal, nervous, victuals, capillary, stomach, elbow, knuckle, muscular, wrist, contagious, fingers, thumb.

#### LIST VIII.

Words from Papers in Civics.—Elect, governor, lieutenant, representative, senator, secretary, writ, habeas, officer, president, congress, republican, monarchy, delegates, penal.

#### LIST IX.

Miscellaneous Words.—Discovered, religion, lawyers, substantial, recommend, believe, independent, because, persecuted, discipline, increase, reason, also, freedom, annexation, until, abandoned, tyrant, separate, severe, through (threw), common, but, their, there, just (jest), belief, disaster, oppress, carry, concealed, impatient, privilege, prisoner, temporarily, public, obeyed, necessary, surplus, district, received, revolver, both, send, allowed, does (dose), people, material, fingers, mournful, stiff, still, heights, straight, towards, body, hold, smooth, let, floor, consequence, put, principal, principle, front, directly, pencil, wait, satisfy, declaration, introduced, issued, jealous, persecution, except, accept, interior, approve, receiving, lawful, practice, enemy, signed, those, enforced, elect, originated, agriculture, authorizing, license, weapons, commission, authority, disapproves, consider, damage, rulers, obedience, reconsider, failing, again, perhaps, promise, arrest, executes, safety, speak, primary, either, therefore, impossible, chiefly, trouble, place, brave, different, stars, sincere, village, since, colonies, country, present, heroes, stripes (etrips), bell, voice, indirect, determined, refer, honor, emblem, queen, several, rather, really, please, blew (blue), meant, army, needlessly, duty, glory, liberty, malleable, superfluous, citizens, friendly, enlisted, heavily, claimed, rifle, together, ammunition, indemnity, theory, enthusiasm, dangerous, dismissed, sunk, water, much, gathered, enough, treatment, colonel, salary, animals, suddenly, insurrection, quite (quilt), encroachments, across, arrange, between, commander, whether, evil, revolution, immediately, considerable, valuable, copper, honoring, college, fruit, sugar, iceberg, fertile, navigable, comparatively, customs, level, picturesque, suspension, croco-



dile, filtering, moisture, foreign, quarries, diamonds, sediment, atmosphere, intercourse, to, too, two.

## LIST X.

Incorrect Contractions:—Is'ent, diddent, didnt, it dont, isent, it's (its), wasent, wouldent, wouldend, couldent, dos'ent.—O. S. Flanagan, in Michigan Moderator.

## ADJECTIVES.

The word adjective (from Latin *ad* and *jacere*, to add to) means literally something added to a noun to affect its meaning. Adjectives are the most variable of the parts of speech. They undergo more change, both of form and signification, in the process of adoption into one language from another and admit of greater variety of meaning in their use in any language than does any other class of words. Genteel, gentle, gentle and jaunty are all from the Latin adjective *gentilis*, meaning of the same race. Similarly related are acrid and eager, acute and cute, sweet and suave, witty and wist. All adjectives are ambiguous until they are duly joined to the nouns they limit, and even then their ambiguity is not entirely removed. A little mouse is a different affair from a little elephant. There is no better adjective than the word good—and no vaguer. Compare, for example, a good apple, a good stove, a good tree, a good tool. A good man in the language of the churchman, pious; of the exchange, one who has a credit at the bank; of the prize ring, one who can strike sledge-hammer blows with his fist; of the factory, an able-bodied workman. The terms rich and poor are applied almost indiscriminately to things as well as men; for example, sayings, songs, colors, books, jokes. Stout in England is simply fat in America. Thus without limit the varied forms and significations of the much used, much abused adjective might be given.

The pedigree of almost every adjective may be traced back—and often not remotely back—to some noun, the name of some thing that possessed a certain quality, and by a slight orthographical change, the noun became an adjective used to express the same quality when applied to other objects. Thus good is from god, ill from evil, cheerful from cheer, happy from hap, gracious from grace, and so on.

Qualifying adjectives as to their origin may be classified as follows:

1. Adjectives derived from nouns; as analogous, beautiful, hapless, impressionable.
2. Words that may be used interchangeably as nouns or adjectives; as, a tin pan, an adjective pronoun, a classic story, a prodigal son.—School Moderator.

## PRIMARY LANGUAGE WORK.

Fill the blanks in the sentences below with words chosen from this list: rises, seen, lays, rode, rung, sitting, lies, setting, rowed, there's, those, saw, me, I, would, should, shall, theirs, could.

1. Carlo—— quietly on the grass.
2. John is —— by him.
3. The school bell has ——.
4. John —— and starts away.
5. Have you —— the new bridge.

6. I —— over it on the car and I —— a boat under it.

7. I hope that I —— have a ride too.

8. Father said that I ——, if I —— not be tardy for a month.

9. Did you see —— boys?

10. Yes, I —— them.

11. They wanted Willie and —— to play ball.

12. We played with my bat, after —— was broken.

Write these statements into one correct sentence, making any needed changes:

1. On a cold winter morning you go to school.

2. In the stove there is a blazing fire.

3. Boys are struggling to get near the stove.

Combine each pair of these statements into one:

1. I walked on the side of a brook.

2. The brook runs into the river.

1. I must get another sight of him.

2. I never saw a prettier bird.

Separate this sentence into as many statements as you can:

By this time the bees began to be alarmed, and formed a dense buzzing swarm just over him, but he brought the torch closer to him, and coolly brushed away those that settled on his arms or legs.

Combine into two sentences:

a. Suddenly a tempest from the west assailed him.

b. The frail vessel was at its mercy.

c. She must run before the gale.

d. It howled on her track.

e. It drove her off the coast.

f. It chased her back towards France.

## DEFINITION.

Omit the quoted words and put in their places others of as nearly the same meaning as possible.

1. He "contented" himself with looking James in the face.

2. What a "sense" of shame came over him!

3. "Quick" was the little maid's "reply."

4. And we shall "rejoice" at the pay.

5. Gretchen stood "modestly" in the distance.

6. The violet might have "graced" a rosy bower.

7. James' conduct was greatly "altered."

8. We fought the mimic "fray."

9. The dog "scampered" away.

10. Corn is now the "leading" crop.

11. It is an important article of "commerce."

12. He "warbled" his chick-a-de-dee.

13. Of faith that never "waxeth" dim.

14. Rob was "chasing" Jack.

15. He did not "finish" his lesson.

16. A "doleful" place this world would be.

17. The song of life would lose its "mirth."

18. What was her "terror" when she saw a large snake.

19. Susan "repeated" the words.

20. 'Tis time to shut our "weary" eyes.—Exchange

This journal 12 months costs only FIFTY CENTS.

**INTERMEDIATE LANGUAGE WORK.**

1. Use correctly in sentences the following expressions:

Impatient with,  
Impatient at,  
Impatient of,  
Impatient for,  
Impatient under.

Use also the following correctly:

Fall under,  
Fall from,  
Fall into,  
Fall upon,  
Fall among,  
Fall to or on.

2. Supply words of which the following are meanings:

one who cultivates the soil.  
a person who carries parcels, etc., for hire.  
a person skilled in curing diseases.  
a person skilled in healing bodily injuries.  
one who is an eloquent speaker.  
one skillful in painting, sculpture, or music.  
a writer of books.  
one who performs on the stage.  
one who studies about plants.  
one who studies about animals.  
one who studies about the stars.  
one who studies the formation of the earth.  
one who studies fossil remains.  
a cultivator of flowers.  
a man who sells fruits.  
one who takes care of horses.  
one who draws plans for buildings.  
a mechanic who builds mills.  
one who drives a team.  
one who has charge of money in banks.  
one who makes barrels.  
one who constructs or manages engines.  
one who measures land.  
one who practices athletic exercises.  
one who writes history.  
a soldier armed with a breastplate.  
one who cures diseases of the teeth.  
one who sets printers' type.  
an officer of the peace.  
a female who tends sheep.

**A LESSON ON COTTON.**

1. A tropical plant.
2. Shrub destroyed each year and new seed planted in the spring.
3. Crop gathered from August till frost.
4. Grown in the United States in Louisiana, Georgia, South Carolina, Florida, Alabama, Texas, Mississippi.
5. Separated from seeds by "cotton gin."
6. Oil made from seeds, called cottonseed oil.
7. The United States produces more cotton than any other country.

8. Uses of cotton.

- (a) For making cloth.
- (b) For making paper.
- (c) For making oil.
- (d) The residue used for fattening stock.
- (e) For a fertilizer.

9. Uses for cottonseed oil.

- (a) For soap stock.
- (b) For softening wool.
- (c) For lubricating machinery.
- (d) For dressing morocco.
- (e) For adulterating more costly oils.

**FOOD PROBLEMS.**

Bill of Fare (Approximate) for One Person for One Day.

I.—Breakfast.

Two eggs, 3.6 ounces or 92.86 grams, at 22c per dozen.  
Oatmeal,  $\frac{1}{8}$  pound or 57.2 grams, at 5c per pound.  
Milk,  $\frac{3}{4}$  pound or 343.2 grams, at 3c per pint.  
Bread,  $\frac{1}{4}$  pound or 114.4 grams, at 6c per pound.  
Butter  $\frac{1}{2}$  ounce or 14.3 grams, at 30c per pound.  
Sugar,  $\frac{1}{2}$  ounce or 14.3 grams, at 5c per pound.  
One orange,  $\frac{1}{4}$  pound or 114.4 grams, at 2c.  
Water, 7 ounces or 200.2 grams.

II.—Luncheon.

Milk, 1 pound, 457.6 grams, at 3c per pint.  
Bread,  $\frac{1}{2}$  pound or 228.8 grams, at 6c per pound.  
Rice, 1 ounce or 28.6 grams, at 8c per pound.  
Butter,  $\frac{1}{2}$  ounce or 14.3 grams, at 30c per pound.  
Sugar,  $\frac{1}{2}$  ounce or 14.3 grams, at 5c per pound.  
Grapes,  $\frac{1}{4}$  pound or 114.4 grams, at 10c per pound.  
Water, 7 ounces or 200.2 grams.

III.—Dinner.

Fat ox,  $\frac{1}{4}$  pound or 114.4 grams, at 15c per pound.  
Bread,  $\frac{1}{4}$  pound or 114.4 grams, at 6c per pound.  
Beans,  $\frac{1}{4}$  pound or 114.4 grams, at 5c per pound.  
Potatoes,  $\frac{1}{4}$  pound or 114.4 grams, at 1 $\frac{1}{2}$ c per pound.  
Milk,  $\frac{1}{2}$  pound or 228.8 grams, at 3c per pint.  
Butter,  $\frac{1}{2}$  ounce or 14.4 grams, at 30c per pound.  
One apple,  $\frac{1}{4}$  pound or 114.4 grams, at 2c.  
Water, 7 ounces or 200.2 grams.

**PROBLEMS.**

1. What is the weight of the total amount of food in the above bill of fare?
2. What is the weight of the starchy foods in the bill of fare?
3. What is the weight of the albuminous foods in the bill of fare?
4. The weight of the starchy foods equals what part of the weight of the albuminous foods?
5. What is the weight of the water allowed as drink for the day?
6. How much will the water measure, counting one pint to the pound?
7. The amount of water needed daily by the system is three pints; how much of this amount must be in the solids if twenty-one ounces are allowed for drink?
8. The weight of the water, three pints, equals what part of the weight of the entire amount of food taken?

9. What is the weight of the food taken for breakfast? For lunch? For dinner?

10. What is the cost of the breakfast?

11. What is the cost of the dinner?

12. What is the cost of the luncheon?

13. At the same rate what would it cost a family of five persons for one week? For one year?

14. The cost of the meat is what part of the total cost?

15. The cost of the bread is what part of the total cost?

16. The cost of the milk is what part of the total cost?

17. The cost of the butter is what part of the total cost?

18. The cost of the starchy foods is what part of the whole cost?

19. The cost of the albuminous food is what part of the whole cost?

20. The cost of the starchy food is what part of the cost of the albuminous food?—Wilbur S. Jackman.

### DEVELOPMENTS OF THE FLAG.

BY E. A. STERRE.

At the beginning of the colonial period there were three different styles of the pine tree flag used in New England.

The body of a flag is generally spoken of as "the field" and the square in the upper left hand corner as "the union."

1. In the first flag the field was blue, and the union white, but was quartered by the red Greek cross of St. George. Besides, the upper inner square of the union contained the pine tree. This was used at Bunker Hill.

2. The second was suggested by Colonel Joseph Reed. It had a white field, a green tree in the middle, and bore the motto: "An Appeal to Heaven." This was our first naval flag.

3. The third had a red field, a white union and the pine tree was in the union. This was the flag of the Massachusetts cruisers. These pine tree flags were borne by the first armed vessels sent out from the Massachusetts posts by General Washington. Then there were two rattlesnake flags.

4. The first displayed a coiled rattlesnake on a yellow field. It was Paul Jones who first hoisted this and his unparalleled success under it gave it the name of "Paul Jones' Flag."

5. The second was used later in the south. It had thirteen stripes and the rattlesnake was placed diagonally across. Its motto was: "Don't Tread on Me."

The first steps towards the flag of the grand union were taken in the next three designs.

6. The first of these had a red field and the British union. The latter consisted of a blue ground, the red cross of St. George and the white oblique cross of St. Andrew. In deference to England our forefathers retained the flag of Great Britain just as it was, but wove the letters, "Liberty and Union," in the red field. "Thus," as one says, "was struck the first note in the scale of all that perfect harmony that fills the heart in our land where wave the stars and stripes to-day."

7. The second step was to retain the British union, but the stripes took possession of the field to represent the thir-

teen states. This flag was first raised at Washington's headquarters at Cambridge, January 2, 1776. It is supposed that the design of the stripes (and also the stars in our flag) was taken from the shield or coat of arms of Washington's family, which bears date 1540.

#### 8. Flag of 1777.

The first national legislation on this subject bears date June 14, 1777, when Congress, in session at Philadelphia, adopted the following:

"Resolved, That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation."

This was about one year subsequent to the Declaration of Independence. A committee, composed of Benjamin Franklin and others, and accompanied by General Washington, called on Mrs. Betsy Ross, of Philadelphia, to give her the order for our first flag of stars and stripes.

General Washington drew the design in her back parlor 239 Arch street. The house is still standing. The thirteen stars were arranged in a circle to typify the endless duration of the new nation.

Although the resolution establishing the national flag was not sufficiently promulgated by the secretary of Congress until September 3, 1778, it seems well authenticated that the regulation stars and stripes was first unfurled August 3, 1777, over Fort Schuyler, a military post in New York State. The city of Rome, Oneida county, now marks the site. It was also carried at the battle of the Brandywine, September 11, 1777, and thenceforward during the battle of the Revolution.

The ship *Ranger*, bearing the stars and stripes, and commanded by Captain Paul Jones, arrived at a French port about December 1, 1777. Her flag received on February 14, 1778, the first salute ever paid to the American flag by foreign vessels.

#### 9. Flag of 1794.

No further action relative the flag was taken by Congress until after Vermont and Kentucky were admitted to the union. Then, on January 13, 1794, Congress enacted:

"That from and after the first day of May, 1785, the flag of the United States be fifteen stripes, alternate red and white; that the union be fifteen stars, white in a blue field."

This flag was the national banner from 1795 to 1818, during which period occurred the war of 1812 with Great Britain. But soon five additional states—Tennessee, Ohio, Louisiana, Indiana and Mississippi—were admitted to the union and required representation on the flag.

#### 10. Flag of 1818.

Congress, on April 4, 1818, enacted:

First, "That from and after the fourth day of July next, the flag of the United States be thirteen horizontal stripes, alternate red and white; that the union have twenty stars, white in a blue field."

Second, "That on the admission of every new state into the union one star be added to the union of the flag, and that such addition shall take effect on the Fourth of July next succeeding such addition."

The debate in Congress shows that the return to the thirteen stripes of the 1777 flag was due, in a measure, to a



reverence for the standard of the revolution; but it was also due to the fact that a further increase in the number of stripes would make the width of the flag out of proportion to its length, unless the stripes were narrowed, and this would have made it hard to see them at a distance.

A newspaper of the time, still kept in the government archives, said: "By this regulation the thirteen stripes will represent the number of states whose valor and resources originally effected American independence, and additional stars will mark the increase of the states since the present constitution."

No act has since been passed by Congress altering this feature of the flag, and the standard is the same as originally adopted, except as to the number of stars in its union.

In the war with Mexico the national flag bore twenty-nine stars in its union; during the last civil war it had thirty-five, and since July 4, 1891, it has borne forty-four stars.

While the size of the government flags are not prescribed by statutory law, they are fixed by regulations of the departments of war and navy, which have been based upon convenience, utility and beauty and the exigencies of the service.

Says a writer in one of our leading educational journals:

"A flag is a nation's coat of arms. It is the sign of its individuality as a nation, and every American citizen, while traveling abroad, is said to be under the protection of the American flag.

"As it floats above our school house, it tells us that we belong to a great nation that has never been conquered. It tells us of the union of the states and of our nation's unsullied honor. It reminds us that this union and this honor will one day be ours to preserve and protect."

I honestly hope that the teachers of Montana will enter into the spirit of teaching patriotism in our public schools and will carry out the provisions of section 1900 of our school law, which is as follows:

"It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity and falsehood and to train them up to a true comprehension of the rights, duties and dignity of American citizenship."

I trust they will also set aside some afternoon during each term when they will hold appropriate exercises to instill in the minds of their pupils the proper love of country and veneration for our emblem of liberty.

I would recommend also the use of the salute to the flag prepared by the National Woman's Relief Corps to be used in the schools of the nation. Please have your pupils give it at least once a week.

The flag is held erect in front of the school. At a given signal from the teacher the pupils stand with their arms at their sides. The right hand is first pointed at the flag, then carried to the forehead, and then to the heart, while the pupils recite:

"We give our hands and our hearts to our country. One country, one language, one flag."—The Rockies Magazine.

The article entitled "The Order of Signs in Arithmetic," which appeared in our last issue, page 12, should have been credited to the Inland Educator, in which it first appeared.

## LITERATURE.

MRS. FELECIA HEMANS.

1794-1834.

Mrs. Felecia Dorothea Hemans was born at Liverpool September 25, 1794. Her father, a merchant named Browne, was a native of Ireland, but her mother was of Venitian descent.

When she was only five years old her father failed in business, and the family moved to Wales, where her childhood was passed.

Her literary career began in her fifteenth year. A collection of her juvenile poems were published in 1808, under the title of "Early Blossoms." This collection met with harsh treatment from the critics. In 1812, a second volume, entitled "The Domestic Affections," was published and was received with favor. It is said that her poems were read, admired, and quoted by almost every body and on nearly all occasions.

In 1812, she married Capt. Hemans of the British army. The marriage was an unhappy one, and after Capt. Hemans went to Italy in 1818 to regain his health, they never met again, although letters frequently passed between them in reference to the education of their children, five sons. Mrs. Hemans now rejoined her mother in Wales, and began an active literary life. She studied German and the languages of Southern Europe, and contributed numerous pieces in prose and verse to the magazines.

Her works gained her the friendship of many distinguished men. She visited Scott at Abbotsford, and Wordsworth at Rydal Mount. She resided near Liverpool awhile to educate her children, but in 1831 she removed to Dublin, where one of her brothers was living. She died here May 12, 1835.

Exquisite grace and tenderness characterize her works. She wrote a tragedy named "The Vespers of Palermo." This failed on the London stage, but was well received in Edinburgh. "The Forest Sanctuary" is said to be her finest poem. The following are some of her principal poems: "The Graves of a Household," "The Voice of Spring," "Landing of the Pilgrim Fathers," "Casablanca," "The Palm Tree," and "The Sunbeam." Her last poem, "A Sabbath Sonnet," was written about three weeks before her death and was dedicated to her brother.

### THE LANDING OF THE PILGRIM FATHERS.

BY MRS. FELECIA HEMANS.

#### I.

The breaking waves dashed high  
On a stern and rock-bound coast,  
And the woods against a stormy sky  
Their giant branches tossed;

II.

And the heavy night hung dark,  
The hills and waters o'er,  
When a band of exiles moored their bark  
On the wild New England shore.

III.

Not as the conqueror comes  
They the true-hearted came;  
Not with the roll of the stirring drums,  
And the trumpet that speaks of fame;

IV.

Not as the flying come,  
In silence and in fear;—  
They shook the depths of the desert gloom  
With their hymns of lofty cheer.

V.

Amidst the storm they sang,  
And the stars heard and the sea,  
And the sounding aisles of the dim woods rang  
To the anthem of the free!

VI.

The ocean eagle soared  
From his nest by the white wave's foam;  
And the rocking pines of the forest roared—  
This was their welcome home!

VII.

What sought they thus afar?  
Bright jewels of the mine?  
The wealth of seas, the spoils of war?—  
They sought a faith's pure shrine!

VIII.

Aye, call it holy ground,  
The soil where first they trod.  
They have left unstained what there they found—  
Freedom to worship God.

QUESTIONS.

1. Who were the Pilgrim Fathers?
2. When did they go from England to Holland? Why?
3. When did the Pilgrims come to America? How many of them? In what vessel?
4. When and where did they land?
5. Who first stepped ashore.
6. What is the meaning of "the heavy night hung dark?"
7. Commit the entire poem to memory.
8. Write a biographical sketch of Mrs. Hemans.
9. Study all the selections you can find that are written by Mrs. Hemans.

This journal 12 months costs only FIFTY CENTS.

We have received quite a number of the Perry Pictures, and everyone of them are real works of art. We know of nothing better to put before the pupils in the schools than these beautiful pictures. We most heartily recommend them to our readers.

The passionate are like men standing on their heads: they see all things the wrong way.—Plato.

EXAMINATION.

AMERICAN HISTORY.

1. By what route have ships from Europe reached India by sailing west? Mention some artificial passage that has been proposed or attempted in order to shorten the route.
2. What nation in its early settlement of America pursued most successfully the policy of the cultivation of the soil and the permanent occupation of the land? State facts in support of the answer.
3. What nation controlled the Ohio valley at each of the following dates: (a) 1750; (b) 1770; (c) 1790?
4. Why was the possession of West Point desired by the English during the Revolution? What was the career of Arnold in that war after his attempt to betray his position?
5. What party was in power during the first quarter of this century? Mention one of the prominent political topics of that time and state the attitude of the dominant party toward that issue.
6. How was the territory acquired from which each of the following states was formed: (a) Illinois; (b) Utah; (c) Iowa?
7. What was the boundary line between Texas and Mexico as claimed by this country at the beginning of the Mexican war? What United States General commanded the forces in the war along that boundary?
8. Note briefly the grounds for the dispute over the results of the presidential election of 1876. Who were the candidates whose election was in dispute?
9. In what state is each of the following places, and for what is each historically noted: (a) the Wyoming valley; (b) Petersburg; (c) Bennington?
10. Mention a prominent statesman, not a president, in public life in each of the following periods: (a) 1820 to 1840; (b) 1870 to 1890.

ANSWERS.

1. (a) By sailing around Cape Horn. (b) 1. A canal across the isthmus of Panama. 2. A canal connecting Lake Nicaragua with the Pacific and Atlantic oceans.
2. (a) British. (b) Answers will vary.
3. (a) 1750, French. (b) 1770, British. (c) 1790, United States of America.
4. So that the British army could march north and meet Burgoyne, who was marching south from Canada.
5. (a) The party in power was known by the several names, first, Republican; second, Democratic; Republican and afterwards Democrats. (b) One party favored a strong central power, and the other party wanted the states to have most of the powers of government.
6. (a) Illinois from territory ceded to the United States at the close of the Revolution by Great Britain. (b) Utah from territory ceded the United States by Mexico. (c) Iowa from territory ceded to the United States by France.
7. (a) The Rio Grande. (b) General Zachary Taylor.
8. The candidates were Rutherford B. Hayes and Samuel J. Tilden. Three southern states, Carolina, Florida and

Louisiana, were disputed, as was also the electoral vote of Oregon. The matter was referred to a commission consisting of five Senators, five Representatives and five Judges of the Supreme Court.

9. (a) Wyoming Valley, in Pennsylvania, noted for a massacre during the Revolutionary war. (b) Petersburg, in Virginia, noted for a great battle during the war of the Rebellion. (c) Bennington, in Vermont, noted for a battle fought during the war of the Revolution.

10. (a) Henry Clay, Thomas H. Benton, John C. Calhoun, Daniel Webster and others; answers will vary. (b) James Russell Lowell, John G. Whittier, Ralph Waldo Emerson, Oliver Wendell Holmes and others; answers will differ.

#### GRAMMAR.

(1) I thank heaven every summer's day of my life that my lot (2) was humbly cast within the hearing of romping brooks and beneath (3) the shadow of oaks. And from all the tramp and bustle of the world, (4) into which fortune has led me in these latter years of my life, I (5) delight to steal away for days and for weeks together, and bathe my (6) spirit in the freedom of the old woods, and to grow young again (7) lying upon the brookside, and counting the white clouds that sail (8) along the sky softly and tranquilly—even as holy memories go stealing (9) over the vault of life.—D. G. Mitchell.

The first six questions refer to the above selection.

1. State which of the following clauses are subordinate and what each subordinate clause modifies: (a) I thank (line 1); (b) lot was cast (lines 1 and 2); (c) fortune has led (line 4); (d) I delight (lines 4 and 5); (e) that sail (line 7).

2. Give three modifiers of (a) was cast (line 2); three modifiers of sail (line 7).

3. Parse (a) away (line 5); (b) into (line 4); (c) together (line 5).

4. Select three infinitives and give their syntax.

5. Select three participles and give the syntax of each.

6. Give the syntax of (a) day (line 1); (b) shadow (line 3); (c) clouds (line 7).

7. Define (a) syntax; (b) phrase.

8. Give the first person singular of the verb choose through all the tenses of the indicative mode, passive voice.

9. A pronoun may have two or more antecedents and yet be the subject of a verb in the singular number. Write a sentence to illustrate this construction.

10. Write a sentence containing (a) a clause used as object of a preposition; (b) a participle used in like manner.

#### ANSWERS.

1. (b) Lot was cast (modifies thank); (c) (into which) fortune has led; (e) (counting) that sail.

2. Humbly, within the hearing of romping brooks, beneath the shadow of oaks; along the sky softly, tranquilly.

3. Away is an adverb of place not compared and modifies the infinitive steal; into is a preposition showing the relation of which to the words tramp and bustle; together is an adverb of degree modifying the phrase for days and weeks.

4. To steal depending upon the verb delight. To grow depending upon the verb delight. Bathe depending upon the verb delight.

5. Hearing is a participle used as a noun, objective case; counting is a participle depending upon the infinitive to grow; stealing depending upon the verb go.

6. Day is in the objective case, object of preposition (on) understood. Shadow in objective case, object of preposition beneath. Clouds in the objective case, object of participle counting.

7. (a) Syntax is that part of grammar which treats of the relation, agreement, government and arrangement of words in sentences. (b) A phrase is two or more words arranged together not making complete sense. (It requires the verb.)

8. I am chosen. I was chosen. I have been; I had been; I shall be; I shall have been.

9. Every man, woman or child that disobeys this law will be punished.

10. (a) And from all the tramp and bustle of the world, into which fortune has led me in these latter years, I delight, etc. (b) I thank heaven my lot was cast within the hearing of babbling brooks.

#### ORTHOGRAPHY.

- |                |                  |
|----------------|------------------|
| 1. verdant.    | 26. hopped.      |
| 2. yield.      | 27. forty-eight. |
| 3. squally.    | 28. propensity.  |
| 4. precious.   | 29. penitent.    |
| 5. portable.   | 30. solace.      |
| 6. Calendar.   | 31. necessary.   |
| 7. changeable. | 32. imitate.     |
| 8. beggary.    | 33. tension.     |
| 9. Ithaca.     | 34. fragile.     |
| 10. impel.     | 35. apology.     |
| 11. daisy.     | 36. fickle.      |
| 12. exhaust.   | 37. moral.       |
| 13. chylle.    | 38. piazz.       |
| 14. leisure.   | 39. rutable.     |
| 15. oasis.     | 40. sorrel.      |
| 16. preface.   | 41. brutally.    |
| 17. perceive.  | 42. conscious.   |
| 18. tacit.     | 43. wreath.      |
| 19. jugular.   | 44. phonic.      |
| 20. forgery.   | 45. suspicious.  |
| 21. Isthmus.   | 46. sullen.      |
| 22. drowsy.    | 47. privilege.   |
| 23. vengeance. | 48. battery.     |
| 42. remitting. | 49. zephyr.      |
| 25. provoking. | 50. contrary.    |

#### METHODS AND SCHOOL ECONOMY.

1. Give a device illustrating objectively the mathematical meaning of the term reduction.

2. Mention some of the advantages that are to be derived from the study of local geography.

3. Mention some advantage accruing from the teacher's reading to the class as a part of the instruction in reading.

4. (a) On what are rules of syntax based? (b) why should such rules be memorized?

5. Mention four necessary conditions for successful study within the school room.

#### ANSWERS.

1. Answers will vary.

2. A knowledge of that part of the country most frequented. A basis is formed for more extensive study.

3. Children learn in imitation.

4. (a) Structures of the language. (b) For the purpose of determining the correctness of language used.

5. Comparative quiet. Proper temperature of room. Proper light. Pupils should be in pleasant frame of mind.



## Children's Corner.

### PUTTING THE SWEETENING IN.

BY MABEL NELSON THURSTON.

Once upon a time there was a girl who made many pleasures for herself and her mother by little experiments in housekeeping. They had been boarding for a year or two, and Elsie decided that as soon as they were in a house of their own, she would make the delicious home dishes that they could not get at the hotels and cafes. So, after they had moved, she began her experiments. They had a cook, but Elsie, like a wise little maid, wanted to learn to do things herself; she was not going to be helpless if the cook left or became ill. Her first attempts proving successful, she began to plan for more. It was near Thanksgiving, so she thought that she would make some old-fashioned pumpkin pies. She would bake some for Aunt Emma, too; one pumpkin would easily make enough for the two families. So she got her mother's recipe book and went to work.

She was very proud of those pies, great golden circles in the delicate flaky crust! She would take two over to Aunt Emma's early the next morning, she decided. That evening some cousins came in, and Elsie's mother suggested that they try one of the pies; the boys were quite willing—boys generally are, you know—and Elsie ran for plates and forks and the pie. It did look delicious as she cut it. Charlie declared that his mouth was fairly watering, and Elsie laughingly said that if he was so hungry, it was cruel to keep him waiting, and gave him the first piece. But Charlie waited till his aunt and cousins were provided, too, and so they all tasted at once. First, they were astonished, then they tried to look as if nothing at all was the matter; but it was no use, they all had to laugh, for those beautiful golden pies with the puffy crust had not a grain of sugar in them.


It was only a funny story as Elsie told it, and we laughed over it together, but after she had gone I began to think about some other things that would have been perfect if the sweet-

ening hadn't been left out. For instance, there was the time Bessie's mother asked her to go down street on some errands. Bessie was reading Timothy's Quest. When her mother called her, she put the book reluctantly down and went. When she found that the errands would take more than an hour, her frown deepened; however, she listened attentively to the directions, and then, without a word, went for her hat and started. She did the errands perfectly; nobody could have taken more pains over the matching of those troublesome shades, and her mother told her so when she came back. Bessie wondered a little why she couldn't answer pleasantly when her mother praised her. You can guess the reason, I am sure. She had left out all the sweetening; she had obeyed but it had not been a bright, loving obedience, and after the pies are baked, you know, it is too late to put in the sugar.

Did you ever see two little mites quarrelling over some possession, until finally one flings the treasure down, exclaiming, "Well, take it, then!" and the other—why the other generally—just cries! The beautiful toy is so spoiled by the angry words that there is nothing beautiful about it any more; the beautiful thing was kindness, and that was all left out!

Or have you ever gone to a picnic on a cloudy day? The trees and long green slopes are there—the people and the great baskets of lunch; but you miss something. It's only the sunshine that's lacking; but what a difference sunshine makes! A wise woman once called kindness "stored-up sunshine." There's nothing like kindness, "loving kindness" the Bible calls it, for kindness is love brimming over into happy deeds and words, to sweeten the hours and days.

Once I read about a wise little fairy whose duty it was to make the silver linings to clouds. We can do better than that—we can make the sunshine itself. We can refuse to do a single thing without putting the sweetening in. It may be a little hard to remember at first, but people don't grow to be great students or artists or merchants in a single day or a single year, and to live a beautiful life, so full of sunshine that it shines out and cheers those around us, is a thousand times



### Change Your Work

Make up your mind not to be a drone all your life. *You have ability.* There is no reason why you should do all the hard work while others reap the reward. If you like the work you are doing, qualify yourself to rise to the top of the profession. If you are not suited to it, select the occupation for which you have the greatest liking and prepare to fill it. You do not have to leave your present work and salary until you are qualified to.

#### Command a Good Salary.

We guarantee to make you a Mechanical or Architectural Draughtsman; to qualify you for Electrical, Mechanical, Steam or Civil Engineering; to give you a complete technical education in Architecture, Surveying, Telephony, Refrigeration, Mining, Plumbing, Heating and Ventilation, Chemistry, Bookkeeping and Stenography, BY MAIL. Established 1891. Capital \$1,500,000. 105,000 students and graduates. We can refer to a student in your neighborhood. Write and tell us what profession you wish to enter.

The International Correspondence Schools,  
Box 1261, Scranton, Pa.

nobler than to be the greatest artist in the world—with the sweetening left out.—Sabbath-School Visitor.

### AN OLD SAW, AND A TRUE ONE.

She strolled along a country road—  
The city girl—one day.  
Quite horrified was she to meet  
A lad upon the way  
Who carried in his hands a nest,  
And held it up with pride—  
A dainty, little soft warm nest,  
Five tiny eggs inside.

"You wicked, cruel boy," she spoke  
In words of great disdain;  
"You've robbed some darling mother  
bird;  
Put back that nest again.  
I'm sure I hear her sad notes now,  
Up in that maple tree.

## CARTER'S PHOTOLIBRARY PASTE

STICKS EVERYTHING AND YOU STICK TO IT  
BETTER THAN MUCILAGE FOR ALL PURPOSES  
ALL DEALERS  
2 Oz. Tube by Mail - 5¢

CARTER'S INK CO., BOSTON

It almost breaks my heart to think  
How lonely she must be."

The lad glanced upward with a smile—  
"Don't feel so bad as that;  
For, miss, the mother bird may be  
That dead one on your hat."  
And with those words he ran away,—  
But he was wondrous wise;  
While she, who had condemned herself,  
Stood there in mute surprise.

An old dame, leaning on her crutch,  
Passed by, and cried "Alack!  
I've heard it said my whole life long,  
'Pot can't call kettle black.'"

—Susan Teall Perry.

### WEATHER SIGNS.

The sun is bright, the sky is clear,  
But grandma says a storm is near;  
And when I asked how she could  
know,  
She said the peacock told her so,  
When, perching on the old fence rail  
He screamed so loud and dropped his  
tail;  
And the shy cockoo on the wing  
Repeated over the same thing;  
And "More wet!" all the Bob Whites  
cried,  
That in the grassy meadows hide;  
The soot that from the chimney fell  
Came down, it seems, this news to tell;  
The kettle sang the self-same tune  
When it boiled dry so very soon;  
The grass, this morning, said so, too,  
That hung without a drop of dew;  
And the blue swallows, flying low  
Across the river to and fro.  
So all these told her very plain,  
That ere the evening it would rain;  
But who told them, and when, and  
how?

That's what I want to find out now.

—St. Nicholas.

## The Schools

of Greater New York, Boston,  
and numerous other places use  
Carter's Inks EXCLUSIVELY—

A positive proof of its excellence,  
backed up by the fact that there  
is more of CARTER'S INK used  
by the U. S. Government than of all  
the makes put together.

Why don't you use it? It costs no  
more than the poorest

BOSTON  
NEW YORK  
CHICAGO

The Carter's Ink Co



THE STORY OF THE GREAT REPUBLIC. By H. A. Guerber, author of Story of the Chosen People, Story of the Greeks, Story of the Romans, Story of the Thirteen Colonies, etc. Cloth, 12mo, 332 pages. Illustrated. Price, 65 cents. American Book Company, New York, Cincinnati, Chicago.

In this book the author aims to make the history of our country from the framing of the Constitution down to the present day as interesting and instructive to children as possible. In order to do this in the most effective way, important events have been treated not as mere historical facts, but as deeds of living men. Many stories and anecdotes are introduced at intervals throughout the book, thus giving it a distinctly personal tone. The children are thus made familiar with our greatest men, whom it is hoped they will learn to love, honor, and emulate. The book is not a mere collection of facts and dates, but a spirited picture of the times, and of the gradual development of the country.

Although primarily designed as a supplementary reader, the book is admirably adapted for use as an elementary text book in history. It may also supplement with excellent results any of the standard text books on United States history now in use. While the book follows "The Story of the Thirteen Colonies" in sequence, it is complete in itself and can be used as an independent text book. Every issue has been described with strict impartiality and fairness, the writer's main object being to make good men and women of the rising generation as well as loyal Americans.

The book is very attractive in appearance and includes numerous and beautiful illustrations of well-known scenes and famous men.

THE LANGUAGE SPELLER.—A correlation of language work with spelling, by Elizabeth H. Spalding and Frank R. Moore. The H. P. Smith Pub. Co., New York.

We find that this book is much more than a speller. It is a correlation of language work with spelling. It will

# DYSPEPSIA

## Horsford's Acid Phosphate.

It relieves nervous and sick headache; the sense of fullness, distress and pain in the stomach after meals; prevents acidity of the stomach and offensive belching of wind.

It makes the process of digestion natural and easy, and creates a good appetite.

Taken before retiring, quiets the nerves and induces refreshing sleep.

Sold by Druggists.

inspire a taste for reading, cultivate accuracy of expression, lead to a discriminating choice in the use of words, and will stimulate the imagination. Letter writing, punctuation, and capitalization, together with spelling, are so interwoven with the other language work as to make the lessons varied and interesting.

The authors are experienced and successful teachers, and this new speller is the outgrowth of their broad observation and practical wisdom.

## Deafness Cannot Be Cured

by local applications as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube is inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed, deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by catarrh, which is nothing but an inflamed condition of the mucous surfaces.

We will give one hundred dollars for any case of deafness (caused by catarrh) that cannot be cured by Hall's Catarrh Cure. Send for circulars; free.

F. J. CHENEY & Co., Toledo, O.  
Sold by Druggists, 75c.  
Hall's Family Pills are the best.

**ORATIONS OF LYSIAS.**—By William H. Wait, Ph. D., University of Michigan. Cloth, 12mo, 240 pages. Price, \$1.25. American Book Company, Cincinnati and Chicago.

The Ten Orations contained in this book have been selected in the first place with reference to their merit, variety, and interest, and in the second place to illustrate the peculiar qualities and characteristics of Lysias as a rhetorician. The text of most of the orations included is chiefly that of Rauchenstein-Fuhr, though in a number of places the readings of other editors have been preferred. The notes, historical, critical, and grammatical are very full and comprehensive.

**THE ESSENTIALS OF LATIN.** By Benjamin W. Mitchell, Ph.D., Professor of Latin and Head of Department of Ancient and Modern Languages, Central High School, Philadelphia. Published by Eldredge & Brother, Philadelphia, Pa. Price, \$1.00

This book is the outcome of fifteen years of class-room experience, and brings to the beginner the fullest possible explanation of the fundamental principles of Latin form and syntax. However clearly the rules of the language may be stated, they need to be developed, reasoned out, commented upon, explained; unless, indeed, we wish to render the acquisition of Latin a mere matter of memory and of the mechanical application of apparently arbitrary rules. Such necessary comment is undoubtedly supplied, in large measure, in the class-room by the skillful teacher. But to make the deepest impression, the appeal must be to the eye, not to the ear; and it is when students are preparing the lesson, that this explanatory material should be accessible. This book makes it so. From the first, the student is made to realize that Latin words represent things and ideas, and do not merely represent English words; and that therefore more than one meaning attaches to nearly every word. The elements of word-formation are briefly treated; for the power to recognize roots, stems, and terminations, and to use these constants in detecting the meaning of derivatives and compounds, is the utmost value even to beginners.

**CONTEMPORARY HISTORY,** by Edwin A. Grosvenor, Professor in Amherst College. One vol. 12mo,

## FREE TO TEACHERS CHOICE READING FOR SCHOOL USE



HOME CITY PUBLISHING CO., P. O. Box 66, Springfield, O.

cloth, 183 pp., 5 maps; Index, \$1.00. T. Y. Crowell & Co., New York.

"This book attempts to outline the most prominent political events in Europe and North America during the last fifty years. Hardly more than rapid indication of their distinctive and important features can be crowded into a few score pages.

"The year 1848, with which it commences, must be reckoned one of the turning points in human history. The map of the world discloses only a small part of the transformations which that half century has wrought. Yet no other period of equal duration has witnessed so many and so varied political changes. It saw the feudal atoms of Germany fused into one imperial whole. It saw the fragments of Italy, for the first time since the fall of the Roman Empire, united in common law under the rule of a single throne. It saw the Balkan provinces take their places as independent States. During this half century Africa and Oceania have been parcelled out and occupied by the Western Powers. The individuality of Asia has been lost in their incessant aggressions. The American Union has crossed the continent from the Atlantic to the Pacific, has almost doubled the number of its States, and more than trebled its population."

Any teacher, whether employed in a public or private school, in the United States, Canada or Mexico, who sends us his or her full name and address will receive by return mail, free of all cost and postage prepaid, a package of literature which will be found very helpful in school work. Ours is a reputable concern, and publisher of **PETS AND ANIMALS**, the great monthly magazine devoted to the interest of the animal world—to the doctrine that kindness, thoughtfulness and mercy extended to dumb creatures adds nobility and breadth to the mind of the person who performs the service. The above is a bona-fide offer made for a limited time only, and should be taken advantage of at once. Send your name and address, and you will receive the package of literature promptly. Address



Neither in perspicacity, brilliance of style, skill of generalization nor wisdom of selection is there any fault to be found with Professor Grosvenor's work, and the general reader and the student will find a surprisingly full marshalling of facts, in spite of necessary terseness. The book fills a genuine want and cannot fail to have a wide popularity. It has excellent maps and a comprehensive index.

With the Fall Fiction Number of The Saturday Evening Post, of Philadelphia, that journal will be enlarged from a sixteen to a twenty-four page weekly magazine, with a double number every fourth week. The Fall Fiction Number will have a handsome colored cover and thirty-two pages of short stories and entertaining articles by well known and popular writers. It will be on all news stands September 28. The price has not been raised.

Sarah Grand, known almost entirely through her novels, contributes to this number a strong, captivating short story, entitled "A New Sensation." Bret Hart tells a characteristic tale of the gold seeker's California; Stephen Crane is at his best in a graphic war story; Cutcliffe Hyne weaves an ingenious detective story around some counterfeit thousand pound bank notes; Bailey Millard chronicles the love affair of a California girl, and ex-Senator Ingalls tells the dramatic story of Blaine's Life Tragedy.



## Literary Notes.

Early in October The Macmillan Company will issue "The Man Who Made the Nation," by Edwin E. Sparks, Assistant Professor of American History in the University of Chicago. It will be profusely illustrated. The book will form a recital of the chief events of the past century and a half, involved in making the American people what they are to-day. The making of the nation from crude material by the slow process of evolution is described under the leadership of twelve men who have been prominent at different periods. Intermingled with these men are many minor characters necessary to make a complete story from temporary colonial rule to permanent constitutional government.

The October issue of "The National Magazine" of Boston is a notable presentation of articles treating of important features of our national life, interspersed with fresh and vigorous fiction. An unusually large number of fine drawings appear, and the usual departments are strong in interest.

The leading article, "The Personal Side of Speaker Henderson," by the editor, Joe Mitchell Chapple, gives pleasant glimpses of Colonel Henderson's career.

Ian Maclaren will contribute to the November Ladies' Home Journal an article on "The Mutineer in the Church." It will deal with the troubles created by the mutinous members of the congregation, and will prescribe a course of treatment for those who stir up discord. The famous Scotch preacher-author will doubtless give some advice quite worth following, as he is a man of wonderful resources.

### TRUE STORIES OF HEROIC LIVES

Thirty-nine stories of remarkable courage and devotion are included in the fascinating contents of this book which Funk & Wagnalls Company, New York, will publish October 26. The stories are gathered from all quarters of the world and they are told, for the most part, by personal acquaintances of the heroes, or eye-witnesses of the deeds of valor. All classes of

heroes, both persons of exalted and persons of humble station, are included in these thrilling tales. There are stories of soldiers and sailors; of explorers and missionaries; of statesmen and scientists; of reformers, philanthropists, students, nurses, and mechanics, representing extraordinary moral and physical courage. All the stories are true. Among the many heroes included are Abraham Lincoln, Maximo Gomez, George Dewey, Leo Tolstol, William Lloyd Garrison, Emile Zola, Theodore Roosevelt, Antonio Maceo, Booker T. Washington, Joseph Damien, Florence Nightingale, Garnet J. Wolsley, Joseph E. Wheeler, John P. Pones, and many others. The book is tastefully illustrated. It is a 12mo, bound in cloth, and will sell for \$1.00.

### A YEAR'S PRAYER MEETING TALKS.

Fifty-two suggestive and inspiring talks for prayer-meetings by Dr. Louis Albert Banks have been conveniently arranged in this new book. It will be published October 16 by Funk & Wagnalls Company, New York. Helpful material is thus provided for a whole year's weekly meetings. The talks have been already used by Dr. Banks in a most successful series of services. The author's well known skill in presenting the old truths in bright and striking ways is evidenced in these talks. The book is sure to be a right-hand aid for preachers and religious workers. It is a 12mo in size, bound in cloth, and the price will be \$1.00.

An article in the October Chautauquan entitled "Christian Expansion," describes in accurate detail the efforts of religious workers, the organization, and the division of mission work in the new possessions for which the United States has now become responsible. It is an interesting revelation of facts, as well as a comprehensive review of the present situation.

A. J. Holman & Co., of Philadelphia, announce for publication early in November "Triumphs and Wonders of the Nineteenth Century." This work is of large octavo size and is prepared upon an original and unique plan. It is an historic and descriptive review of the marvelous progress and

**\$18,000 To be Given in Cash Away**

On the fifteenth of next April to all agents sending 20 or more subscribers to

**The Ladies' Home Journal**  
AND  
**The Saturday Evening Post**

One thousand dollars to the agent sending the largest list—\$750—\$500—\$400—and so on.

764 cash awards, together with the general fund of \$3000, amounting to \$18,000, will be given in addition to the agent's commission and the special rebates for large clubs.

Send for full particulars.  
Profitable work all winter.

The Curtis Publishing Company, Philadelphia

achievements of the century from the vantage ground of its sunset, and at the same time a noble and enduring monument to an era without parallel in the world's annals.

The publishers have a corps of thirty-three of America's most distinguished authors, each of special qualification, to write the thirty-five chapters which compose the volume. Without appearing to discriminate, we mention as among them Rear Admiral George M. Melville, U. S. N.; Selden J. Coffin, Prof. of Astronomy, Lafayette College; Thomas Meehan, V. P. Academy Natural Sciences, Philadelphia; Mary Elizabeth Lease, ex-President Kansas State Board of Charities; Robert P. Hains, U. S. Patent Office; George E. Reed, LL. D., President of Dickinson College; William Martin Aiken, former U. S. Architect; Morris Jastrow, Prof. of Semitic Languages University of Pennsylvania; Lieut. Col. Arthur L. Wagner, U. S. A.; Waldo F. Brown, agricultural editor Cincinnati Gazette; Walter L. Webb, Assistant Prof. Engineering, University of Pennsylvania; Hon. Bradford Rhodes, editor Bankers' Magazine; H. E. Van Deman, Kansas State Agricultural College; J. Madison Taylor, M. D.; E. E. R.

Traitman, assistant editor Engineering News; Maj. Gen. Joseph Wheeler, U. S. A., etc.

The publishers have taken full advantage of the opportunity presented by a volume so varied in subject and rich in authorship, and have beautified its 750 large pages with over 350 choice and apt illustrations, nearly a third of which are full page size.

D. C. Heath & Co., publishers, Boston, announce a charming book for second reader grades entitled *Docas, the Indian Boy of Santa Clara*, by Mrs. Geneva Sisson Snedden. These stories of Indian childhood, life and customs were originally written for the use of the children in the university school connected with the Department of Education at the Leland Stanford Junior University. The great interest with which those children received each new installment will be repeated wherever children come into possession of the volume.

The *Life of Lord Tennyson* written by his son Hallam and which up to the present time is the standard biography of the late laureate, will be brought out in October by The Macmillan Company in an entirely new edition, which together with the poet's complete works will make ten uniform volumes. The edition will contain portraits, photogravure and steel, together with other illustrations, and will be limited to 1,000 sets. It will be printed on special paper, and will be sold only in the set.

In connection with Sunday-school work A. S. Barnes & Co. call renewed attention to Lyman Abbott's "Commentary on the Four Gospels," Vols. 1, 2 and 3 of the New Testament Commentary. There will be a demand in 1900 for this Commentary for the International Sunday-school Lessons on the "Life of Christ."

President Charles W. Elliot, of Harvard University, opens the October Atlantic with a characteristically original and forcible paper on Recent Changes in Secondary Education. President Elliot rehearses the recent notable advances (in which he has had so honorable a share) which have been made in the studies required or allowed for admission to colleges and technical schools, and from which he foresees not only greater future achievement, but "solid ground for hopefulness about the Republic, both as to form of government and as a state of society."

## SEND NO MONEY

WITH YOUR ORDER, cut this ad. out and send to us and we will send you OUR HIGH GRADE DROP CABINET BURDICK SEWING MACHINE by freight, C. O. D. subject to examination. You can examine it at your nearest freight depot and if found perfectly satisfactory, exactly as represented, equal to machines others sell as high as \$60.00, and THE GREATEST BARGAIN YOU EVER HEARD OF, pay Special Offer Price \$15.50

your freight agent our and freight charges. Machine weighs 130 pounds and the freight will average 75 cents for each 500 miles. GIVE IT THREE MONTHS' TRIAL in your own home, and we will return your \$15.50 any day you are not satisfied. We sell different makes and grades of Sewing Machines at \$8.50, \$10.00, \$11.00, \$12.00 and up, all fully described in our Free Sewing Machine Catalogue, but \$15.50 for this DROP CABINET BURDICK is the greatest value ever offered by any house.

**BEWARE OF IMITATIONS** by unknown concerns who copy our advertisements, offering unknown machines under various names, with various inducements. Write some friend in Chicago and learn who are reliable and who are not. has every MODERN IMPROVEMENT. EVERY GOOD POINT OF EVERY HIGH GRADE MACHINE MADE, WITH THE DEFECTS OF NONE. Made by the best makers in America, from the best material money can buy.

**THE BURDICK**



This shows the machine closed as a center table, stand or desk.

**SOLID QUARTER SAWED OAK DROP DESK CABINET**, piano polished, closed (head dropping from sight) to be used as a center table, stand or desk, the other open with full length table and head in place for sewing. 4 fancy drawers, latest 1899 skeleton frame, carved, paneled, embossed and decorated cabinet finish, finest nickel drawer pulls, rests on four bobbins, adjustable treadle, genuine Smyth iron stand. Finest large High Arm head, positive four motion feed, self threading vibrating shuttle, automatic bobbin winder, adjustable bearings, patent tension liberator, improved loose wheel, adjustable pressure foot, improved shuttle carrier, patent needle bar, patent dress guard, head is handsomely decorated and ornamented and beautifully nickel trimmed. GUARANTEED the lightest running, most durable and nearest noiseless machine made. Every known attachment is furnished and our Free Instruction Book tells just how anyone can run it and do either plain or any kind of fancy work. A 30-years' Binding Guarantee is sent with every machine.

IT COSTS YOU NOTHING to see and examine this machine, compare it with those your storekeeper sells at \$40.00 to \$60.00, pay your freight agent the \$15.50. DON'T DELAY. (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

Address, **SEARS, ROEBUCK & CO. (Inc.) Chicago, Ill.**

## SEND US ONE DOLLAR

Cut this ad. out and send to us with \$1.00, and we will send you this NEW IMPROVED PARLOR CEM ORGAN, by freight, C. O. D., subject to examination. You can examine it at your nearest freight depot, and if you find it exactly as represented, the greatest value you ever saw and far better than organs advertised by others at more money, pay the freight agent OUR PRICE \$35.50, less the \$1.00 deposit, or \$34.50 and freight charges. THE PARLOR CEM is one of the most DURABLE AND SWEETEST TONED instruments ever made. From the illustration shown, which is engraved direct from a photograph you can form some idea of its beautiful appearance. Made from solid quarter sawed oak or walnut as desired, perforated key slip, full panel body, beautiful marquetry design panels and many other handsome decorations and ornaments, making it the VERY LATEST STYLE. THE PARLOR CEM is 6 feet high, 42 inches long, 23 inches wide and weighs 350 pounds. Contains 6 octaves, 11 stops, as follows: Diapason, Principal, Dulciana, Melodia, Celeste, Crenona, Bass Coupler, Treble Coupler, Diapason Forte and Vox Humana; 6 Celeste Couplers, 1 Tone Swell, 1 Grand Organ Swell, 4 Sets of Orchestral Toned Harmonium Pipe Quality Reeds, 1 Set of 27 Pure Sweet Melodia Reeds, 1 Set of 37 Charmingly Brilliant Celeste Reeds, 1 Set of 24 Rich Mellow Smooth Diapason Reeds, 1 Set of Flaming Soft Melodious Principal Reeds.

THE PARLOR CEM action consists of the Celebrated Newell Reeds, which are only used in the highest grade instruments; fitted with Hammond Couplers and Vox Humana, also best Dolce felts, leathers, etc., bellows of the best rubber cloth, 3-ply bellows stock and finest leather in valves. THE PARLOR CEM is furnished with a 10x14 beveled plate French mirror, nickel plated pedal frames, and every modern improvement. We furnish free a handsome organ stool and the best organ instruction book published.

**GUARANTEED 25 YEARS.** With every PARLOR CEM ORGAN we issue a written binding 25-year guarantee, by the terms and conditions of which if any part gives out we repair it free of charge. Try it one month and we will refund your money if you are not perfectly satisfied. 500 of these organs will be sold at \$35.50. ORDER AT ONCE. DON'T DELAY.

**OUR RELIABILITY IS ESTABLISHED** If you have not

dealt with us ask your neighbor about us, write the publisher of this paper or Metropolitan National Bank, or Corn Nat. Bank, of Chicago; or German Exchange Bank, New York; or any railroad or express company in Chicago. We have a capital of over \$700,000.00, occupy entire one of the largest business blocks in Chicago, and employ nearly 2,000 people in our own building. WE SELL ORGANS AT \$35.00 and up; PIANOS, \$115.00 and up; also everything in musical instruments at lowest wholesale prices. Write for free special organ, piano and musical instrument catalogue. Address, (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

**SEARS, ROEBUCK & CO. (Inc.), Fulton, Desplaines and Wayman Sts., CHICAGO, ILL.**



This illustration shows the machine open, ready for use.

cut this ad. out and send to us with \$1.00, and we will send you this NEW IMPROVED PARLOR CEM ORGAN, by freight, C. O. D., subject to examination. You can examine it at your nearest freight depot, and if you find it exactly as represented, the greatest value you ever saw and far better than organs advertised by others at more money, pay the freight agent OUR PRICE \$35.50, less the \$1.00 deposit, or \$34.50 and freight charges. THE PARLOR CEM is one of the most DURABLE AND SWEETEST TONED instruments ever made. From the illustration shown, which is engraved direct from a photograph you can form some idea of its beautiful appearance. Made from solid quarter sawed oak or walnut as desired, perforated key slip, full panel body, beautiful marquetry design panels and many other handsome decorations and ornaments, making it the VERY LATEST STYLE. THE PARLOR CEM is 6 feet high, 42 inches long, 23 inches wide and weighs 350 pounds. Contains 6 octaves, 11 stops, as follows: Diapason, Principal, Dulciana, Melodia, Celeste, Crenona, Bass Coupler, Treble Coupler, Diapason Forte and Vox Humana; 6 Celeste Couplers, 1 Tone Swell, 1 Grand Organ Swell, 4 Sets of Orchestral Toned Harmonium Pipe Quality Reeds, 1 Set of 27 Pure Sweet Melodia Reeds, 1 Set of 37 Charmingly Brilliant Celeste Reeds, 1 Set of 24 Rich Mellow Smooth Diapason Reeds, 1 Set of Flaming Soft Melodious Principal Reeds.



BRAND'S NEW METHOD ORGAN



PERRIN &amp; SMITH, PROPRIETORS.

J. G. REYNOLDS, EDITOR AND MANAGER.

Terms, per year, in advance.....\$0.50  
Single Copy......10

## ANNOUNCEMENT.

The American Journal of Education is published at \$1.00 per year. New subscriptions can begin at any time. If you fail to get your paper, notify us by postal card.

This Journal is published every month, and entered at the post-office at St. Louis, Mo., and admitted through the mails at second-class rates.

Renew promptly after or even before your subscription expires. This will greatly accommodate us.

Discontinuances.—Remember that the publishers must be notified by letter when a subscriber wishes his paper stopped. All arrearages must be paid.

Always Send Money by P. O. Money Orders, Express Money Orders or Registered Letters.

Address PERRIN & SMITH,  
Publishers.

217 Olive Street, St. Louis, Mo.

## CONTENTS.

### CONTRIBUTIONS.

The Studying and Teaching of English.....	5
The Study of Bible History in the Graded Schools.....	6
How a Library Was Started.....	7
Things for Children.....	7
About Porto Rico.....	8
November Violet—Their Valentine.....	9
The Rural Schools—Centralization.....	10
Opening Exercises.....	13

### EDUCATIONAL NOTES.

University Extension Work.....	14
Children's Reading.....	14
The Use of Words.....	15
Secondary Education.....	15
Reading English Classics in School.....	16

### MEMORIAL DAYS.

For Friday Afternoon.....	17
Memory Gems.....	18

### PRACTICAL METHODS.

The Building of a Nation.....	19
For the History Class.....	19
A Bad Spell.....	20
Primary Language Work.....	21
Intermediate Language Work.....	22
Food Problems.....	22
Developments of the Flag.....	23

### LITERATURE.

Mrs. Felecia Hemans.....	24
The Landing of the Pilgrim Fathers.....	24

### EXAMINATION.

American History.....	25
Orthography.....	26
Methods and School Economy.....	26

### CHILDREN'S CORNER.

Putting the Sweetening In.....	27
Weather Signs.....	28

### THE LIBRARY.....

LITERARY NOTES.....	30
BUSINESS NOTES.....	32

## THE BRIDGE TEACHERS' AGENCIES

go, University Bldg., Los Angeles. Send for Agency Manual.

C. A. SCOTT & Co., Props,  
2A Beacon St., Boston,  
169 Wabash Ave., Chicago.

## Business Notes.

### DON'T WAIT

To get a bill for the amount of subscription due. Look at the date on the label on the outside of the wrapper. If it is anything back of October, 1899, you are in arrears and we hope you will remit at once. If you pay in advance you can pay up arrearages at the special half rate. \$1.00 bill pays for two years.

### SAMPLE COPIES.

Many teachers who are not regular subscribers will receive this copy of the American Journal of Education. We hope you will be so pleased with it that you will want to become a regular subscriber. You can have this Journal visiting you every month in the year for only 50 cents. Just think of it, less than 4½ cents per month! Tell your friends about it, and send in your subscription at once in time for the October number.

### BOOKS.

We are not going to sing you a song about any one particular book, thus appropriating your ears to our service, but we ask you to use your eyes and look over this journal carefully. You will see notices of many useful books. Read the descriptions carefully, look into the needs of your library, examine the condition of your finances, and then take a good man's advice. "Do what is best for yourself, your home and your school."

This Journal twelve months only costs FIFTY CENTS.

## DIPLOMAS, REPORTS and REGISTERS.

"Roll of Honor," School Supplies of all kinds. Samples and price lists on application.

STERLING SCHOOL SUPPLY CO.,

P. O. Box 940.

Mt. Sterling, Ohio.

Take no Substitute for

## FRANKLIN'S CRAYONS.

There are no others "just as good" for coloring maps, charts, drawing, teaching, etc. They match Educational Papers, are bright, scientifically correct and cheap. "Rainbow," "Radiant," "Educational" packages; also in 1-2 gross boxes, plain or assorted colors. Freehand Drawing Crayons, etc. If your dealer has not got them, send 20c. for assorted lot.

FRANKLIN MFG. CO., Rochester, N. Y.

### "WHICH WAY" POCKET LEVEL.

TELLS in an instant "Which Way" your work is out. See? It is the size of a Silver dollar and three-eighths thick.



Nicely nickeled and polished. To introduce it, will mail one for 70c in stamps or three for \$2.00. Catalog of Metric Vernier Calipers, Micrometer, etc., Free.

E. G. SMITH, COLUMBIA, PA., U. S. A.

### THE CLARK TEACHERS' AGENCY

B. F. CLARK

378-388 Wabash Ave.  
CHICAGO

### THE FALLOW FIELD.

Canst learn no lesson from the fallow field?  
Not to toll only, not to those who strive,  
The bright celestial visitants arrive!  
Let the tired heart lie fallow, and the brain,  
Eased of its tasks, wait like a child again;  
Hush the quick-beating breast.  
Nature, old nurse-mother, knows a spell  
That pleasures those who trust her passing well.  
Who for a season only courts the sky  
Will reap the fuller harvest by and by.  
Give ear to silence; taste the sweets of rest,  
And prove the virtues of the fallow field!

—Dora Read Goodale.



**ONE QUARTER FORMER PRICE**

We have had prepared an **exceedingly large edition**, and by so doing have **saved many dollars** on the cost of each copy of the new edition of

**Tissot's Life of Christ****ITEMS OF INTEREST**

M. Tissot spent ten years, much of this time in Palestine, painting the originals from which the hundreds of illustrations in his work were made.

These 500 pictures tell the entire story of Christ's Life as it has never before been pictured.

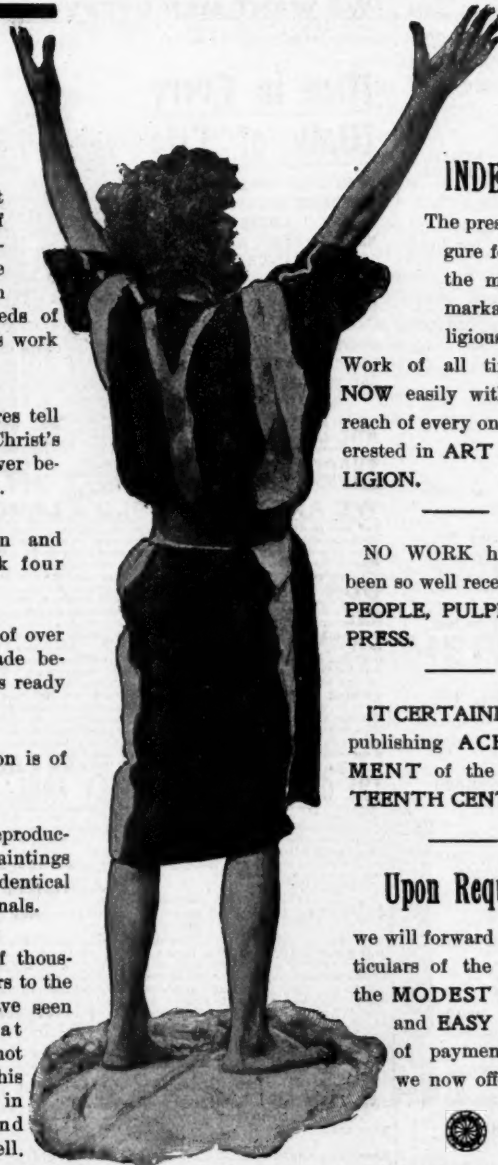
The preparation and publishing took four years.

An investment of over \$400,000 was made before the work was ready for delivery.

Each illustration is of distinct value.

The many reproductions of the paintings in color are identical with the originals.

Hundreds of thousands of visitors to the galleries have seen these great paintings, not only in this country but in England and France as well.

**INDEED**

The present figure for this, the most remarkable Religious Art

Work of all times, is **NOW** easily within the reach of every one interested in **ART** or **RELIGION**.

**NO WORK** has ever been so well received by **PEOPLE, PULPIT** and **PRESS**.

**IT CERTAINLY** is the publishing **ACHIEVEMENT** of the **NINETEENTH CENTURY**.

**Upon Request**

we will forward full particulars of the **WORK**, the **MODEST PRICE**, and **EASY TERMS** of payment which we now offer.



**McCLURE, TISSOT CO.,**

**141 EAST 25TH STREET, NEW YORK CITY.**

Copyright by J. James Tissot, 1895-1896

## SPEAK YOUR LOVE FOR ME TO-DAY.

The new-made grave is closed, and  
covered o'er  
With tributes rare;  
The fairest flowers that tender hands  
could bring  
Are scattered there.

And underneath lies one whose life  
has been  
So full of care;  
So heavy with the burdens none had  
thought  
To help her bear.

Whose hungry heart had oftentimes  
cried out  
Apealingly  
For love's expression, and for tender  
words  
Of sympathy.

Ah, friends, too late you bring your  
costly flowers;  
Too late your tears;  
For her hath sweetly dawned the  
light of heaven's  
Eternal years.

And now it matters not at all to her,  
That on her grave,  
Are strewn the flowers that in her life  
of care  
You never gave.

She needs not now the love that in her  
life  
She needed much;  
She cares not for your sympathy, nor  
craves  
Your tender touch.

She heeds not that above her coffined  
clay  
You drop your tears,  
And speak the words of praise you  
have withheld  
Through many years.

Too late! for while you weeping bend  
above  
The flower-strewn sod,  
Forevermore she dwells in peace  
among  
The saints of God.

Friends, speak your love for me to-  
day, nor let  
Me vainly crave  
The tribute that your hands will lay  
upon  
My new-made grave.

—Evangelist.

## ARE YOU SATISFIED WITH YOUR PRESENT INCOME?

If you are earning less than \$75.00 per month and appreciate an independent position at which you can earn \$150.00 and expenses per month (and many of our active men make more) you should communicate with us immediately.

IT COSTS YOU NOTHING TO WRITE US AND LEARN OF THE EXCEPTIONAL OPPORTUNITY WE OFFER TO THE RIGHT MAN. **WE WANT MEN EVERYWHERE.** We want an active, industrious, reliable salesman in every town. We furnish FREE OF CHARGE everything required to place you immediately in position to earn **BIG WAGES** at high grade employment and keep you busy every day in the year, except Sundays.

## Men in Every Walk of Life

AGENTS OF SUNDRY ARTICLES  
INSURANCE AGENTS  
BOOK CANVASSERS  
NURSERY STOCK AGENTS  
FARM MACHINERY AGENTS  
Clerks in General Stores  
FACTORY FOREMEN

MERCHANTS  
TRAVELING SALESMEN  
SCHOOL TEACHERS, MINISTERS  
AND MEN WHO HAVE HAD  
NO PREVIOUS EXPERIENCE

## ARE ON OUR LISTS OF SUCCESSFUL AGENTS.

**WE ARE THE WORLD'S LARGEST TAILORS.** We buy our cloth direct from the LARGEST AMERICAN AND EUROPEAN MILLS. We control the entire output of several of these mills. We own our materials at the lowest possible cost, and operate the most extensive and economic tailoring plant in existence, and cut to measure and make to order Suits and Overcoats from \$5.00 to \$15.00 (mostly \$5.00 to \$10.00). Pants from \$1.50 to \$5.00. Fancy Vests from \$2.00 up. The days of ready-made clothing are numbered. AT THESE PRICES everyone will prefer to have his garments cut to his measure and made to his order. NO DIFFICULTY IN GETTING ORDERS. **OUR PLAN.** complete AGENTS' SAMPLE BOOK AND OUTFIT. Our large, handsome, leather-bound Sample Book contains our entire line of Suits, Overcoats, Trousers and Vestings; full instructions for taking measurements (which you can learn in 5 minutes from the large photographic illustrations in the book), colored lithographed fashion plates, full description of the material underneath each sample, and prices left blank for you to fill in, fixing your profit to suit yourself. This Sample Book is put up in a Fine Canvas Carrying Case, which also contains Tape Measure, Order Blanks, Business Cards, Stationery, Advertising Matter and Agents' Guide and Instruction Book, with Net Confidential Price List, also complete "Salesman's Talk." Our instructions are so plain, our suggestions to the salesman so thorough that anyone can immediately make a success of the work. You require nothing. Just take the orders, send them to us, we make the garments promptly and send them by express C. O. D., subject to examination, and if not perfectly satisfactory they can be returned to us at our expense. Neither the agent nor his customer assumes the slightest risk. We take all the chances of the transaction. We either ship direct to your customers, collecting your full selling price and send you weekly check for all your profit; or, if you prefer, we ship direct to you at your net confidential price, allowing you to make your own collections. You can add a liberal profit to your confidential price.

**NEARLY ALL OUR MEN MAKE \$40.00 EVERY WEEK IN THE YEAR. THE OUTFIT IS ABSOLUTELY FREE.** We make no charge for our complete Agent's Sample Book and Outfit, but in order to protect ourselves against many who might impose on us by sending for the outfit (which costs us between \$5.00 and \$8.00), with no intention of working, but merely out of idle curiosity, we require each applicant to fill out the blank lines below, giving references, and further agree to pay a temporary deposit of One Dollar and express charges for the outfit when received, if found exactly as represented and really a big money maker. While this nominal deposit of \$1.00 for the outfit is not one-fifth of its cost it insures the good faith of applicants, and we promptly refund your \$1.00 as soon as your sales amount to \$25.00, which amount you can take the first day out.

**AMERICAN WOOLEN MILLS CO. OF CHICAGO.**  
Corn Exchange National Bank  
REFERENCES: Any Express or Railroad Company }  
Any business man or resident

Fill out the following lines carefully, sign your name, cut out and send to us, and the outfit will be sent you at once.  
**AMERICAN WOOLEN MILLS CO.,** West Side Enterprise Bldg., CHICAGO, ILL.  
GENTLEMEN:—Please send me by express, C. O. D., subject to examination, your Sample Book and Complete Salesman's Outfit, as described above. I agree to examine it at the express office and if found exactly as represented and I feel I can make good big wages taking orders for you, I agree to pay the express agent, as a guarantee of good faith, and to show I mean business (merely as a temporary deposit), One Dollar and express charges, with the understanding that the One Dollar is to be refunded to me as soon as my sales have amounted to \$25.00. If not found as represented and I am not perfectly satisfied I shall not take the outfit or pay one cent.

Sign your name on above line.

Name of Postoffice, County and State on above line.

Your age

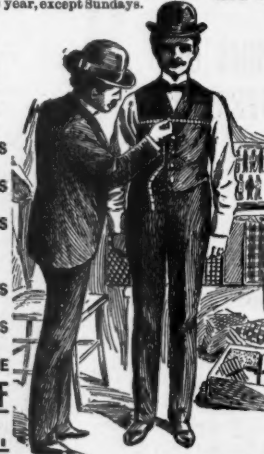
Married or single

Address your letters plainly to

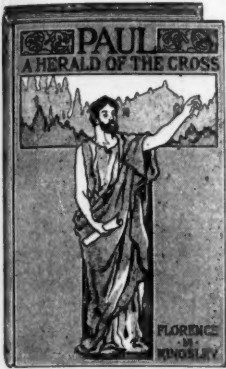
**AMERICAN WOOLEN MILLS CO.,** West Side Enterprise Bldg., CHICAGO, ILL.  
(American Woollen Mills Co. are perfectly responsible, we know them personally.—Editor.)

On above two lines give as references, names of two men over 21 years of age who have known you one year or longer.

In above line give name of your nearest express office.



## The Cross Triumphant.



The story of a "child of the law," who witnesses, amid the scenes of the recent life and death of Jesus the deepening conflict between the Law and the Cross. Nazarite, priest and warrior, influenced by three women of widely varying character, he beholds at last in the terrible hour of Jerusalem's downfall "The Cross Triumphant."

By Florence Morse Kingsley,

Author of Titus, Stephen and Paul.

Reproduces characters and scenes of sacred history after the death of Christ, and realistic pictures of the life and times of that eventful era.—*Lutheran Observer*.  
A faithful transcript of events enacted in the days of Agrippa.—*Philadelphia Item*.  
A strong and vivid piece of action.—*Chicago Record*.  
The description of the Jewish customs and character is uncommonly good.—*Chicago Tribune*.  
Strong in construction, rapid and dramatic in development, with charming bits of character drawing.—*New York World*.  
Carries the reader back to the dawn of Christianity.—*Pittsburg Times*.  
**Illuminated Cloth, 12mo., 364 pages, . . . \$1.00.**

## Paul, a Herald of the Cross.

By FLORENCE MORSE KINGSLEY.

"A vivid and picturesque narrative of the life and times of the great Apostle."

**Cloth, 12mo., 450 pages, . . . \$1.00.**

## Stephen, a Soldier of the Cross.

By FLORENCE MORSE KINGSLEY,

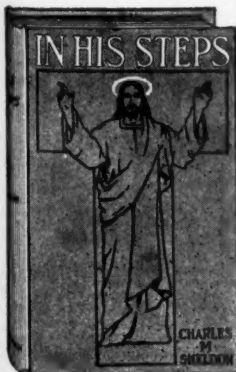
Author of "Titus, a Comrade of the Cross." "An admirably written story of the first Christian martyr."  
*Michigan Christian Advocate*.

**Cloth, 12mo., 360 pages, . . . \$1.00.**

## IN HIS STEPS.

BY

CHARLES M. SHELDON.



In the guise of a story this book appeals to public conscience in the lines in which interest is now so deeply aroused by the social conditions affecting employer and employee, rich and poor, the Christian and the world. It has had a sale unparalleled in the history of literature. The publisher hopes that the attractive style and low price of this edition will merit a large sale.

Full Cloth, Design in silver and ink, 50 cents.

**Special Offer to New Subscribers:**

We will send "In His Steps," prepaid, and the *Am. Jour. of Ed.*, one year, for only 85 cts.

## Trainer's How to Teach and How to Study United States History.

Proceeding upon the assumption that the student should remember Important Facts, the author presents by means of admirable Brace Outlines for the Blackboard, A Series of Object Lessons in History—Lessons which appeal both to the Eye and to the Understanding. This work also contains a Blackboard Analysis of each Topic in United States History, Directions for Teaching and Studying each Topic, Methods, Written and Oral Reviews, 1,000 Questions and Answers on U. S. History, Questions on Individual States and Territories, Names and Mottoes of States, etc. It teaches a pupil how to study his lesson, how to find the prominent facts needed, how to find parallel authorities, how to remember dates, etc. The Brace Outlines, which are a prominent feature of the work, fix Periods, Dates, and Principles on the Mind with ease and photographic accuracy. They give a clear and intelligible outline of all important topics, non-essential details being avoided. Many teachers after using this book say they would not do without it for three or four times the cost.

Twenty thousand copies sold. The book contains 328 pages, and is bound in cloth.

PRICE, Postpaid, - - - \$1.00.

## Holman's Self Pronouncing TEACHERS' BIBLE.

Printed on fine white paper and bound in good durable leather, Divinity Circuit, Round Corners, Red under Gold Edges.

This Bible contains the Concordance, Index, References, Maps, and all the latest helps.



It Is Self Pronouncing.

This Bible is fully guaranteed in every respect, and if not satisfactory may be returned at our expense.

**We send this Bible, prepaid, for only \$2.00.**



### How to Teach Drawing.

This book tells the teacher how to proceed from day to day.—What to have pupils do. What questions to ask. What answers to require. The book is for the teacher only, the pupils being

## DRAWING

provided with models which can be prepared by the teacher and pupils from directions given in the book. Teachers are also enabled to pass an examination in Drawing by studying this Book. The book is substantially bound and contains 180 diagrams and illustrations. Price, 35c. prepaid.

**—We have just added a chapter on color to this book, with questions at the bottom of each page for the use of teachers preparing for examinations. Price of the complete book prepaid, 35 cents.**

## Report Cards.

These cards are arranged for keeping a record of the standing of your pupils for each review during the term or year. One card answers for one pupil for a whole year. They are arranged for the signature of the parents each month. Size of each 3½x6½ inches. Assorted colors. Price, 10 cents per dozen; three dozen, 25 cents. Send 10 cents for sample dozen and try them.

## Seat Work.

The Latest and Best Series of Busy Work, JUST PUBLISHED.

BY ELIZABETH MEERRICK KNIPP, B. S.

**50** Language Sheets, All Different.  
Arithmetic Sheets, " "  
Geography Sheets, " "  
Miscellaneous Sheets, " "  
Drawing Sheets, " "

Size of sheet, 3½x5—colored, illustrated, with full directions for using each set, and adapted to all grades of school work.

Price, 25 cents per set of 50 sheets.  
5 Sets, \$1.00.

Keep your pupils busy and they will give you no trouble.

### Special Offer.

To introduce this work we will send, to one teacher in each school only, the five complete sets postpaid, upon receipt of 50 cents in stamps.

ONE FROM MANY.

The Busy Work Series are just what teachers want. Send me 500 sets, 100 of a kind. The series are just excellent and I shall do some splendid work for you selling them in Iowa.

PRIN. O. A. COLLINS, Stuart, Iowa.

The best way is to study carefully the questions and answers used in previous examinations. For 35 cts. we send you, prepaid, a book containing

## How To Pass An Examination

the questions and answers of the Uniform Examinations in New York State from Aug. '97 to Aug. '98, the questions and answers in Drawing also being given.

**—We also send with the book a supplement containing the questions and answers from Aug. 1898, to and including June, 1899, thus making, practically, two books for the price of one.**

### Portfolio of Pictures

—FOR—

## Language Work

(Average size of Picture, 13x18 inches)

### LIST OF SUBJECTS:

Making Flower Beds	Gathering Chestnuts
Arbor Day	Picking Apples
Feeding the Birds	Feeding the Sheep
Gathering Lillies	The Sled Race
The Christmas Tree	Weighing the Roast
Coming Home from Market	Beef
Hiding from Fido	Helping Mother Make Bread
Rescuing Dolly	Digging Potatoes
In the Corn Field	Feeding the Chickens
Making Coffee	Going to School
The Snow Man	Bringing the Christmas Tree Home
The Letter Carrier	Lunch in the Hay Field
The Merry Coasters	(24 Pictures in Set)

SUGGESTIONS FOR USING:—Pin to blackboard and write lesson underneath or at side. Place before class and have children write a story about the picture. Paste sheets on large manilla paper and make a "Language Chart," etc. Price, 30 cents a Set, Postage Prepaid.



## FOOD PLANT CHARTS

(USEFUL PLANT SERIES, No. 1)

Cocoa	Pepper
Coffee	Allspice
Tea	Ginger
Cloves	Cinnamon
Nutmegs	Cocoa-Palm

PUBLISHED BY

DEMIS PUBLISHING COMPANY, 33 Astor Place, NEW YORK CITY.

## FOOD PLANT CHARTS

Each set consists of ten plates and cover, printed on heavy white paper. It is neatly but strongly bound in pasteboard clamps with ends eyeleted for tapes. The chart can be hung against the wall and leaves turned over the binding as wanted. The drawings for the set were prepared by the well known artist, U. G. Wilson.

These charts have received the highest commendation from teachers and school officers and we trust will find a place in every school. The price has been placed at a nominal sum so that every teacher can afford a set.

Food lessons are now in demand in all schools and nothing is more interesting than "talks" by the teacher on familiar foods and their different values. But many teachers find it exceedingly difficult to get suitable material, especially in the line of accurate illustrations and at a moderate price. This want is supplied by these charts to the extent of the subjects named, each plate showing plant, root, fruit, etc., and usually some characteristic scene illustrating method of gathering or using the plant.

Price, 60 cents, postpaid.

## Natural History Cards

—FOR—

### COMPOSITION WORK.

A set of twenty cards, each containing illustration and an outline for composition or story.

Drawings by Beard. Outlines by Margaret Chester.

List of subjects as follows: Woodchuck, Hippopotamus, Opossum, Camel, Beaver, Coyote, Lion, Eagle, Penguin, Bear, Rhinoceros, Ostrich, Raccoon, Reindeer, Llama, Elephant, Horse, Squirrel, Buffalo, Red Fox.

Put up in neat strong envelope. Price, 20 cents, postpaid.

### The Red Fox

L-Description

Described as a dog

Body covered by the hair

Color, long reddish brown hairs

marked with black and

the body often is long

It is the finest

Prevalent color of the American

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

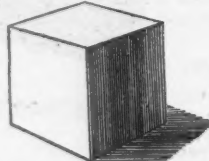
the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and

the fur is thick and



## CLAY MODELLING.

By MAY MACKINTOSH, Ph.D. A little book packed full of useful suggestions and helpful examples on the use of Clay and its educational value in theory and practice. Froebel made the sphere, the cube and the cylinder the basis of all his subsequent classification of Form. The author takes up these fundamental forms, teaching all the most common geometric solids, with their half sections and (embodied) planes in an orderly relation, both as regards the forms themselves, and also as to similar forms in the natural world. Illustrated by figures and diagrams. Bound in heavy paper. Price, 15 cents.



## THE DIETZ DRIVING LAMP

Is about as near perfection as 50 years of Lamp-Making can attain to. It burns kerosene, and gives a powerful, clear, white light, and will neither blow nor jar out. When out driving with it the darkness easily keeps about two hundred feet ahead of your smartest horse. When you want the very best Driving Lamp to be had, ask your dealer for the "Dietz."

We issue a special Catalogue of this Lamp, and, if you ever prowl around after night-fall, it will interest you. 'Tis mailed free.

**R. E. DIETZ CO.,**  
60 Laight St., New York.

Established in 1840.

—THE—

**Chicago & Alton R. R.**

ONLY STONE BALLASTED TRACK.

**Solid Vestibuled Trains**

—BETWEEN—

**ST. LOUIS AND CHICAGO,**

**ST. LOUIS AND KANSAS CITY,**

**KANSAS CITY AND CHICAGO.**

Palace Reclining Chair Cars Free.

Pullman Compartment Sleepers.

Ask your own Home Ticket Agent for tickets via the Chicago & Alton Railroad or write to

**JAMES CHARLTON,**

General Passenger and Ticket Agt.  
CHICAGO, ILL.

**D. BOWES,**

Gen. Western Passenger Agent,  
216 N. Broadway, St. Louis, Mo.



**Toledo, St. Louis & Kansas City  
RAILWAY.**

**TWO TRAINS DAILY.**

The Direct Line and Cheapest Rates  
—TO—

TOLEDO, CLEVELAND, BUFFALO, INDIANAPOLIS, NEW YORK, PITTSBURG,  
DETROIT, SANDUSKY, TORONTO, MONTREAL, ALBANY, BOSTON.

And all points North and East.

Elegant Vestibule Buffet Sleeping Cars to Toledo. New Reclining Chair Cars. **SEATS FREE.**

Unsurpassed Cafe Service.

TICKET OFFICE:

505 Olive St., ST. LOUIS, MO.



**THROUGH SERVICE  
—BETWEEN—  
ST. LOUIS,  
CHICAGO,  
KANSAS CITY**

AND THE  
PRINCIPAL CITIES OF  
**TEXAS.**

**WAGNER BUFFET SLEEPERS**

—AND—

**FREE RECLINING  
KATY CHAIR CARS**

**DINING STATIONS  
OPERATED BY THE COMPANY.  
SUPERIOR MEALS,**

**FIFTY CENTS.**

**Seasonable  
Service North.**



Through Sleeping Cars Daily except Sunday at twelve-thirty Noon from St. Louis to

**All Northern Michigan Resorts**

Via Chicago.

Meals served A la Carte in Illinois Central Parlor-Cafe Cars.

**ST. LOUIS OFFICES,**

218 N. Broadway and Union Station.

A. H. HANSON,

Gen. Pass. Agent,  
Chicago, Ill.

C. C. MCCARTY,

Div. Pass. Agent,  
St. Louis, Mo.

TAKE THE



FOR THE

**Summer Resorts**

...OF...

**COLORADO**

AND THE **WEST.**

**PERFECT SERVICE,  
REDUCED RATES,  
CHOICE OF ROUTES,  
OPPORTUNITY OF RETURN-  
ING VIA OMAHA  
AND VIEWING THE  
EXPOSITION.**

SEE AGENT for Tickets, Berths and further information, or write the General Passenger Agent at St. Louis.

**C. G. WARNER,** **W. B. DODDRIDGE,**  
VICE-PRESIDENT, GENERAL MANAGER,  
**H. C. TOWNSEND,** GEN'L PASS'N AND TKT. AGT.,  
ST. LOUIS.

## A BEAUTIFUL GIFT.



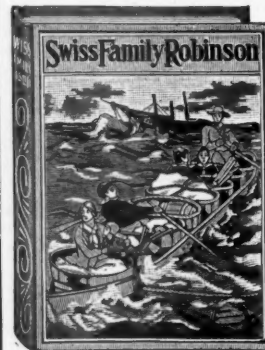
### A PRETTY SURPRISE.

Our beautifully illustrated and charmingly bound edition of Longfellow's "Evangeline" has proved a pretty surprise for booklovers, and has had an immense sale. Now we have a new edition printed in larger type with more and finer illustrations, printed on fine and heavy paper, gilt top, remarkably handsome cloth binding. No illustrated edition was previously published at less than \$1.50.

This pretty edition we sell at 40 cents, postpaid.

IT HAS 30 FULL PAGE AND 31 HALF PAGE ENGRAVINGS.

PERRIN & SMITH, PUBLISHERS,  
217-219 Olive Street, ST. LOUIS, MO.



## FAVORITE JUVENILE CLASSICS.

Here is a new series of choice literature for children, selected from the best and most popular works. Handsomely printed on fine super-calendered paper from large clear type and profusely illustrated by the most famous artists, making a handsome and attractive series of juvenile classics at a low price. They are handsomely bound in fine English cloth, original designs in silver and colors. Sent post-paid for

50 CENTS EACH.

LIVES OF THE PRESIDENTS OF THE UNITED STATES.	100 Illustrations.
WOOD'S NATURAL HISTORY.	80 Illustrations.
A CHILD'S LIFE OF CHRIST.	50 Illustrations.
THE ADVENTURES OF ROBINSON CRUSOE.	70 Illustrations.
SWISS FAMILY ROBINSON.	50 Illustrations.
GRIMM'S FAIRY TALES.	60 Illustrations.
ANDERSEN'S FAIRY TALES.	50 Illustrations.
ÆSOP'S FABLES.	62 Illustrations.
MOTHER GOOSE'S RHYMES, JINGLES AND FAIRY TALES.	234 Illustrations.
AUNT MARTHA'S CORNER CUPBOARD.	30 Illustrations.
ALICE'S ADVENTURES IN WONDERLAND.	42 Illustrations.
ARABIAN NIGHTS.	130 Illustrations.
BUNYAN'S PILGRIM'S PROGRESS.	46 Illustrations.
A CHILD'S STORY OF THE BIBLE.	72 Illustrations.
CHRISTOPHER COLUMBUS AND THE DISCOVERY OF AMERICA.	70 Illustrations.
FLOWER FABLES—Miss Alcott.	50 Illustrations.

Post-paid only 50 cents each.

PERRIN & SMITH, Publishers,  
217-219 Olive Street, - ST. LOUIS, MO.

## Witter Wall Pictures,

25 CTS.



THE SHEPHERDESS, by LeRolle, greatly reduced in size.

SIZE OF CARD, 20x25.  
PLATE, AVERAGE, 14x18

Sufficiently Large

FOR

Wall or Portfolio

Good reproductions of good subjects at a price which enables schools to have as many pictures as may be desired for the WALLS and for PORTFOLIO use. Nothing approaching them in size, price and quality before the public. Do not judge the quality by the price, but see them and you will at once fill your schools with these remarkable pictures. **Your money returned if desired.**

Shepherdess, *Le Rolle*.  
By the River Side, *Le Rolle*.  
Angelus, *Millet*.  
The Sower, *Millet*.  
Old Temeraire, *Turner*.  
Joan of Arc, *Bastian Lepage*.  
Madonna of the Chair, *Raphael*.  
Autumn Oaks, *Innes*.  
Paysage, *Corot*.

Aurora, *Reni*.  
At the Watering Trough, *Bouveret*.  
Shepherdess, *Millet*.  
Song of the Lark, *Bretton*.  
Columbus at Court of Spain, *Piloty*.  
Horse Fair, *Bonheur*.  
Reading from Homer, *Tadema*.  
Departure of the Mayflower, *Boughton*.  
The Balloon, *Dupre*.

Mme. Le Brun and Daughter, *Le Brun*.  
Christ in the Temple, *Hoffman*.  
Christ at Age of 12. Detail of above, *Hoffman*.  
Sir Galahad and Horse, *Watts*.  
Children of the Shell, *Murillo*.  
Baby Stuart, *Van Dyck*.  
Mono Lisa, *Da Vinci*.  
Return to the Farm, *Troyon*.

Price, 25c. each. 5 per cent. discount by the dozen. Postage and packing—one to three, 10c.; six, 15c.; twelve, 25c. Send for list. Agents desired.

The J. C. Witter Co., 123 Fifth Avenue, New York.